# Contemporary Psychology

## A JOURNAL OF REVIEWS

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# Brainwashing: Psychology Not Demonology

**Edgar H. Schein with Inge Schneier and Curtis H. Barker**

***Coercive Persuasion: A Socio-Psychological Analysis of the "Brainwashing" of American Civilian Prisoners by the Chinese Communists.*** New York: W. W. Norton, 1961. Pp. 320. $6.75.

*Reviewed by* ARTHUR R. COHEN

*Edgar H. Schein, a social psychologist with a Harvard doctorate, is associate professor in the Organizational Studies Group of MIT's School of Industrial Management. He is also senior research associate in the Center for International Studies. Inge Schneier, one of Schein's collaborators here, has a master's degree in international relations from MIT and works in the area of political science. Curt Barker, the other collaborator, is a combination social psychologist and political scientist who had studied Air Force prisoners of war before participating in the present project. The reviewer is Arthur R. Cohen, who took his PhD from Michigan and stayed on there for a while as instructor and as a research associate in the Research Center for Group Dynamics. Then he moved to Yale, where he was associated with Carl Hovland in research on attitudes and communication. Since 1959 he has been at New York University where, as an associate professor who is connected with the Research Center for Human Relations, he pursues his interest in attitude change as a function of forced compliance.*

—F. H. S.

'BRAINWASHING' has been one of the most confusing and widely discussed social problems since the Korean War brought to the general public the news that American civilian and military personnel were being manipulated in some frightening way by the Chinese Communists. The image of 'brainwashing' as an all-powerful and magical method of gaining control over the human mind has been the predominant public image. The present book is the most recent, and probably the best, in a string of books aimed at dispelling such an image and at making 'brainwashing' comprehensible from the point of view of contemporary psychology.

The book first presents the Chinese Communist background and brings out the basic assumption underlying the entire Chinese thought reform program, namely, that political attitudes can be learned and unlearned and that they are not fixed by social (i.e., class) origins. Thus any man can be ideologically purified and made into a well-motivated worker for the regime. Social control through thought reform is shown to have a long history in Chinese and Soviet culture and in the development of the Chinese Communist Party. This approach to a western prisoner was therefore merely a manifestation of a program which filtered throughout all segments of Chinese society during the 1950's. The authors place thought reform against the background of the "passion for unanimity" inherent in all totalitarian societies; their explanation of thought reform necessarily involves the application of political and sociological as well as psychological tools.

The model for analyzing coercive persuasion deals with pre-prison experiences, experiences during imprisonment, and post-imprisonment experiences. The general tendency to view influence attempts during imprisonment as the only important determinants of the effects of indoctrination is carefully avoided. The authors stress the importance of the prisoner's idiosyncratic experiences before imprisonment, e.g., whether he could actually speak Chinese, his political sophistication, his prior contact with Communist troops, his perception of the Communist takeover, etc. In delineating the imprisonment factors, the authors emphasize the actual diversity of prison and interrogation procedures and the lack of any set program on the part of the captors.

To gain their aims, the Chinese would use against a man whatever tactics they deemed most effective at the moment. But, the aim was not simply to break a man, but to 'reform' or 'reeducate' him; the Chinese had a clear conception of what constituted a 'crime' and of how the criminal should behave in making his 'confession' and 'reforming' himself. The kinds of contacts and degree of social support the prisoner received after release are also discussed as factors determining the pervasiveness and long-term effects of coercive persuasion.

These varied procedures are located within a model of the process of change or influence occuring over time which adapts Lewin's notions; a comprehensive analysis is given of imprisonment experiences operating as unfreezing forces, as change forces and as refreezing forces. These forces are coordinated to the support they were geared to undermine or the type of resistance forces against which they were directed. Here are described a number of physical, cognitive, identity, informational and group forces that must be dealt with by the successful thought reformer.

Up to this point the book is largely a descriptive account of the important variables, but it now ceases to be descriptive as the authors deal more theoretically with the problem. From here on it would seem to be of most interest to most psychologists. A number of theories bearing upon coercive persuasion are presented and classified under the following headings: psychophysiological stress theories, theories emphasizing traditional conditioning and learning models, psychoanalytic formulations, what is called identity theory, cognitive theory, and social influence and attitude change theories and experiments (which include dissonance theory, studies of group pressure and communication studies). Each theory's view of the phenomena under scrutiny is first presented in full and a critique is then offered illustrating the inadequacy of the theory for complete explanation or understanding.

It cannot be denied that these presentations and critiques are eminently reasonable and thorough as well as illuminating, but it seems to this reviewer that something of a straw man is being set up. That is, none of the theories seriously pretends that it can explain the total coercion process; each tries more or less to account for as much as it can, using its particular assumptions. In a sense, the authors tend to use one set of theoretical notions in their critique of another. Of course, taken together, they add up to a powerful explanation of the events, and this, it should be mentioned, is the authors' position; they attempt an integration of assumptions from each theory into a compelling over-all picture of the indoctrination process. For this achievement the authors are to be commended.

Yet, one cannot help feeling that the stress on the inadequacy of 'narrow' theoretical points of view leads to a sort of unstimulating eclecticism. Whatever exciting and illuminating issues do emerge from the coercive persuasion material seem to stem from just those narrow theoretical approaches committed to pursuing a particular hypothesis through the maze of complex social events. This is the sort of thing each of the theories attempts to do. The authors' desire to lay out all the variables and fit the various models together in one rather all-inclusive explanation may not necessarily lead to any theoretical advances for psychology. And the feeling one has upon finishing this book is that it is all comprehensible in terms of the socio-psychological tools we have available at present, *at the level we now understand them*. This reviewer, at least, does not get the feeling that we have increased our theoretical understanding of human behavior in such extreme situations over what we knew before this analysis. There are few new hypotheses formulated which point to new and interesting areas of psychological research.

The present book inevitably invites comparison with Lifton's *Thought Reform and the Psychology of Totalism* (Norton, 1961; *CP*, Feb. 1962, **7**, 61f). While Lifton goes more fully into actual descriptions of the daily life and experiences of prisoners undergoing the thought reform and indoctrination regime, one has to infer the socio-psychological processes involved; he is not

EDGAR H. SCHEIN

very explicit about them nor does he clearly tie the variables together theoretically in a way that points to new research. Schein and his collaborators, on the other hand, analyze much more fully the processes involved and try to integrate them theoretically, but it is difficult to get an idea of how the processes actually operate in the prisoners. Since the presentation is somewhat abstract, we have to take the authors' word for the relevance of the processes to the prisoners' actual experiences. While the present book is likely to be of more interest to psychologists because of its greater amenability to research definition, both books together provide a picture which makes the process of thought reform understandable without the need to resort to exotic theories of magical or irresistible control over the human mind.

The traditional 'political' analysis of ideological reform which emphasizes the individual's struggles against external coercion is clearly a limited one and must be supplemented by study of the individual's active efforts to transform himself from within. In the present volume these are united in one perspective as they combine to create changes in the person. Schein, Schneier and Barker have produced a very good book which, hopefully, will help to bring these phenomena into line with the main body of psychological research and theory.

# Eight Introductory Texts: Marginal Differentiations

**Allen D. Calvin, Michael Scriven, James J. Gallagher, James V. McConnell, F. J. McGuigan and Charles Hanley**

***Psychology.*** Boston: Allyn and Bacon, 1961. Pp. xx + 571. $7.95.

**Donald M. Johnson**

***Psychology: A Problem-Solving Approach.*** New York: Harper & Brothers, 1961. Pp. xvi + 583. $7.00.

**Clarence J. Leuba, in association with William F. John**

***Man: A General Psychology.*** New York: Holt, Rinehart and Winston, 1961. Pp. xii + 676. $7.95.

**Henry Clay Lindgren and Donn Byrne**

***Psychology: An Introduction to the Study of Human Behavior.*** New York: John Wiley, 1961. Pp. x + 429. $6.50.

**Clifford T. Morgan**

***Introduction to Psychology.*** (2nd ed.) New York: McGraw-Hill, 1961. Pp. xx + 727. $7.50.

**Norman L. Munn**

***Psychology: The Fundamentals of Human Adjustment.*** (4th ed.) Pp. xvi + 812. $7.50. Student's Manual. Pp. vi + 129. $1.25. Boston: Houghton Mifflin, 1961.

**Fillmore H. Sanford**

***Psychology: A Scientific Study of Man.*** San Francisco: Wadsworth, 1961. Pp. 569. $7.50.

**Delos D. Wickens and Donald R. Meyer**

***Psychology.*** (rev. ed.) New York: Holt, Rinehart and Winston, 1961. Pp. x + 771. $7.75.

*Reviewed by* David C. Beardslee, Donald C. Hildum, Donald D. O'Dowd, and Sol Schwartz

*who are the psychology department at Michigan State University, Oakland (a new liberal arts institution sharing a board of trustees with Michigan State University). David Beardslee, who captained this team of reviewers, received his PhD from the University of Michigan, and before coming to MSUO taught at Michigan and at Wesleyan University. He has worked with Michael Wertheimer to produce* Readings in Perception *(Van Nostrand) and with Dulany, Winterbottom and DeValois in bringing out* Contributions to Psychology (Oxford), *a book of readings for the introductory course. He and Donald O'Dowd are now involved in a four year study of student images of occupations and he and his colleagues continue to seek ways to make the introductory course an intellectually meaningful experience. Donald Hildum, assistant professor at MSUO, is a Harvard PhD with a research interest in psycho-linguistics, and a particular concern for the relations between linguistic structure and meaning. Donald O'Dowd, another product of Harvard, is Dean at MSUO but is keeping at least one hand in research. In addition to the project with Beardslee on occupational imagery, he maintains an interest in concept formation and other cognitive processes. Sol Schwartz, assistant professor at MSUO, carried out research for his University of Michigan PhD, on the separate and interacting effects of early environment and brain damage. His current research interests are in the areas of physiological and developmental psychology. Beardslee, Hildum and Schwartz all teach the first course in psychology, which is social rather than general, and Beardslee teaches an eight hour introductory course that is general. None of the eight texts reviewed here has been found satisfactory for either course.*

—F. H. S.

Psychologists have available several superb histories of the development of the thinking and research of professional psychologists but a history of the Introductory Psychology text does not exist. The reason is not hard to find—

save for those texts which have persisted because of their historical importance as statements of a systematic point of view, introductory texts are extra-ordinarily difficult for a professional psychologist to read, and to read SEVERAL introductory texts in succession is nearly impossible.

General acquaintance with the history of psychology would lead one to surmise that the early texts *were* the statements of systems by the leading figures of the time, e.g., Wundt, Titchener, James, Freud, Watson. A later generation saw the separation of the role of systematist and text author, though some, like Guthrie and Kohler, and today Skinner, attempt to avoid the break.

The generation of the thirties also saw the emergence of the "team text"—first, a team of men of similar point of view (Boring, Langfeld, Weld), but soon changed to a team of specialists (in BLW's later editions several chapters were authored by men with interests in social psychology, or even clinical psychology).

The single author text of today aims at the same goal as the team, an elementary encyclopedia on psychology, and the domination of the introductory text market by the big books which survey everything seems to illustrate well Thurstone's principle that when several candidates with roughly the same central tendency compete for votes, that one with greatest dispersion of position will win. The critical point to be illuminated in a history of the introductory text would be the shift from system orientation to cafeteria orientation. Is it merely an instance of a cultural shift from inner-directed psychologists telling how man looked from their own points of view to other-directed men attempting to please all colleagues? Is it a rational response to the enormous increase in the number of psychologists, the amount of research and the diversity of areas of interest, or is it the Thurstone principle operating with particular force due to the economic structure of textbook publishing?

In any case, all of the eight texts under review share to a greater or lesser degree the general characteristics now familiar to all teachers of psychology—all are large, cover all of the standard topics, try to avoid systematic commitment, attempt to bring out practical applications without becoming "applied," and all tend to seem short of general organizing principles or guiding points of view to steer the student through the mass of information on many topics and from many points of view, all tolerantly equated in importance.

In these ways they accurately present to the student certain basic characteristics of American psychology (big, avoidant of global theory, interested in application but guilty about it, and disorganized in point of view but tolerant of all views). As Riesman has pointed out, in an other-directed society, marginal differentiation becomes all important, and the reviewer tends to find himself noting minor shifts in emphasis, or differences in format and presence or absence of pictures, since most of the widely used current books, as well as the eight under review, are sufficiently similar as to make discriminatory response difficult.

There are three additional characteristics of recent introductory texts that should be of concern to all psychologists. First, these books demonstrate a stereotyped approach to the presentation of experimental studies that is quite disturbing. The texts contain hundreds of brief summaries of research designs, rather than discussions of the implications of bodies of research. It is as if the authors are constantly trying to convince the student by exposure to vignettes of empirical proceduce that psychology is a science. The textbooks read too much like the *Psychological Bulletin* and too little like the *Psychological Review*.

The format of introductory texts is a second cause for concern. Too many of these books are monumental in size and weight, and they are wasteful of paper through the use of vast white spaces and enormous illustrations. The impact of psychology would not be damaged were it presented in a book that looks and feels like a book rather than like an elementary school geography.

Finally, the absence of literary allusions and illustrations from history, art, economic life, and political affairs in these books should be noted. Relatively little connection is made with other fields of knowledge in which the student is certain to be studying. Painfully commonplace illustrations from the students' own experience (dating, driving an automobile, etc.) are used most frequently. Psychologists should capitalize on the possibility of connecting psychology with the whole world of learning.

CALVIN ET AL. These men are engaged in an ambitious undertaking which has moments of inspiration but leaves one wondering whether this is really the way to introduce students to psychology. The initial chapter, by Scriven, is a literate, consistently interesting presentation of methodological problems, which any instructor will find a welcome relief from textbook prose. One pictures the student, however, who is not acquainted with the delightful possibilities of the "does psychotherapy really work?" argument, wondering when the horse will come along. One solution, of course, is to postpone Chapter I to the very end.

This book doesn't encourage excision, however. It is stubbornly and admirably theoretical, though the binding is more natural within major sections, and even the rather self-conscious cross references in the text don't achieve the unity of single authorship. The greatest impact comes from McConnell's section on "Experiencing the World," which starts with a better-than-average job on sensation and develops concepts of perception and consciousness through a clear and consistent presentation of Hebb's cell assemblies. The same advantages of commitment to a theory are realized again in the learning section, which is based on Hull. One wonders, though, if it doesn't show too much devotion to a theory when the phenomena of intermittent reinforcement fail to appear anywhere.

The personality and social behavior section carries on the approach of the learning section, with emphasis on such matters as goal gradient. Those devoted to the area of personality, language and thought, and social and applied

psychology, however, will probably remain dissatisfied.

There is a useful last chapter—more properly an appendix—on careers in psychology, and a statistical appendix—something other authors might use as a hint.

JOHNSON. Most attractive physically, i.e., most like a book, in size, shape, page layout and handling of illustrations, Johnson covers the standard topics clearly, with a sense of freshness and an up-to-date flavor. The emphasis is upon intellectual processes, rather than animal processes. Personality is treated from a trait point-of-view, with psychotherapy receiving but one page. The book is heavily eclectic—though many interesting ideas are introduced, they are usually given only a few sentences, and there is little attempt to integrate or organize material. The reader ends each chapter with a sense of having been exposed to much, but in a disjointed and descriptive way.

The book makes such extensive use of tables and graphs, which are kept small and placed where they belong in the text, that the student who doesn't rapidly develop ease in reading such material will be unlikely to do well.

Scattered through the book are 820 problems, mostly short questions or multiple choice items demanding problem solving behavior from the student. The instructor willing to police the doing of all of these by all students would undoubtedly find this feature valuable, though whether more or less valuable than requiring a much smaller number of longer essays on assigned topics might be a good question for research.

LEUBA. One of the longest and most interesting of the group is Leuba. Development, motivation and emotion become the central concerns, with learning treated largely for what it contributes to understanding complex, "molar" behavior. Considerably more integration and interpretation than is customary is given in discussions of research findings. There is even some new interpretation, e.g., in the account of motivation, which fuses ideas from Hebb, Mowrer, Skinner, McClelland and other sources into what is at least a plausible set of principles by which the student can make sense of a good deal of research and observed behavior.

The presence of chapters on sexual behavior, pregnancy and child-birth, and a chapter on thinking which is heavily concerned with creativity and imagination point up the difference in emphasis. The weakest part of the attempt to present a bio-social view of man is that the social influence does not come through clearly.

Well written and literate, the book makes no assumptions about the student's previous knowledge, yet due to its length, is able to reach a high level of sophistication. It is virtually free of tables, graphs and pictures, although excellent drawings are used in connection with the discusion of the physiological material.

LINDGREN & BYRNE. Lindgren and Byrne have produced a text likely to elicit widely mixed reactions.

Providing that one has accepted the standard large-page-with-pictures format, one finds that the cartoons, though often dilatory, are also often to the point, and the copious photography is communicative enough to justify its presence. Indeed, it is reminiscent of some of the striking effects achieved by Ruesch and Kees in *Nonverbal Communication*.

In this book, much of the material on physiological and molecular psychology is simply crammed together in an atmosphere of "let's take a deep breath and get this over with." The development chapters show a significant contrast with one another: the child development chapter lacks conceptualization, while the one beginning with adolescence and completing the life cycle is well organized and thorough. In the perception chapter, what stands out is the perceptual approach to personality, but the personality chapter is trying to do too many jobs too quickly to be really distinguished.

It is the social psychology area that the authors seem to care about. The "social matrix of individual behavior," though not as neatly packaged as the comparable chapter in Sanford, contains a wealth of material, particularly on social class, which we miss in the other texts. And with the chapters on communication, small groups, and applied psychology—occupational roles and choice, industrial psychology, and international implications—the authors are finally getting into areas they care enough about to do extremely well.

Why write—or purchase—this text for a general introductory course? Why not, instead, come up with a second edition which simply cuts out the unpleasant duties and concentrates on social and applied psychology, where it can hold its head up proudly?

MORGAN. In the preface to his book Morgan states that "The aim . . . is to provide a textbook with broad coverage of the more important areas of psychology . . ." This statement is literally true and gives the work the quality of a handbook. The instructor can select and arrange chapters according to his own inclinations or he may adopt one of the orientations the book provides. Curiously, the "Comprehensive Course" outline does not follow the book's chapter arrangement.

The material is up-to-date and abundantly illustrated with two-color pictures, charts, and graphs. Although there is less illustrative material than in the first edition, the handbook treatment easily lends itself to the incorporation of some material that is both trivial and distracting.

This form of presentation does not provide the student with a scheme in which he can experience the development of psychological concepts, nor does it draw the student out. However, on its own terms, the book is clear, understandable, and allows the instructor to develop his own point of view.

MUNN. *Psychology* is, in format, a giant among giants. And well it might be, for the range of its contents is encyclopedic. Like many of its competitors, it is designed so as to tempt the instructor to edit, excise, and rearrange in an effort to create a point of view. As it stands, the book's arrangement is reasonable, the presentation always clear, judgment calmly suspended where

the facts are not yet in. But if the student is spared the labor of understanding the crotchets and enthusiasms of an eager salesman, he is likely to wish for an occasional protuberance he can hang on to—a lever to move the great mass of fact. Instructors, therefore, who like the opportunity to display their own theoretical wares without too much disturbance will welcome Munn's approach.

As for the particulars, instructors who give much weight to social psychology, theoretical or applied, will probably not want to consider Munn. His emphasis falls mainly on tests and measurements, and beyond that those topics usually stressed in experimental psychology courses. The gesture in the first chapter toward providing a historical context turns out to be more bewildering than helpful to a student, since he sees that the historical approach is not followed through and wonders what to do with the background he's getting. Calvin et al. may be less conscientious on this point, but leaving the history up to the instructor, if it's to be done at all, seems more realistic.

SANFORD. There is something reassuring about Sanford's subtitle, "A Scientific Study of Man." It suggests that the text is going somewhere, rather than being simply a catalog. It is only fair to say that the expectation of overall goal direction is not entirely fulfilled, but Sanford's text, like Leuba's, stands out from most of the others under review here in bearing the mark of a single hand, with a consistent approach not only to assembling but also to working on the material. Although no particular theoretical position unites the book, one finds in every chapter an active, organizing approach to its fundamental problems which should do much to make introductory students feel the thrust of the subject. If one must teach all of psychology in an introductory course, providing such a thoroughly conceptualized framework seems the best way to do it.

Particularly to be commended are the chapters on psychological motives, perception, personality, and social psychology, and the theory-versus-technology arrangement of the learning chapters. Sensation gets shorter shrift than the other texts provide, and those devoted to physiological psychology will be shocked to note that it has been shoved into an after-thought chapter at the very end—an apparent compromise between the author's inclinations and the marketplace.

WICKENS & MEYER. Large type, wide margins and a very simple level of exposition combine to make the number of pages a misleading indicator of amount of content. Many of the standard topics are touched on, but the book is clearly pitched below the intellectual level of any group of sophomores the reviewers have seen. It is the most "systematic" of the group, sticking doggedly to a standard learning interpretation, which, in view of the simple conceptual level, prevents it from presenting anything except superficial comments on personality and social behavior. Although the learning approach attempts to bring in current conceptions (probability in perception, game theory, etc.) in a page each, much of the text seems dated (e.g., the plateau of learning is still here, despite Keller's demolition of it.)

# Method and Madness at Maudsley

**H. J. Eysenck (Ed.)**

***Handbook of Abnormal Psychology.*** New York: Basic Books, 1961. Pp. xvi + 816. $18.00.

*Reviewed by* BERTRAM D. COHEN

*H. J. Eysenck, editor of and prominent contributor to the present volume, is (a) professor of psychology at the University of London, (b) Director of the Psychological Laboratories at the Institute of Psychiatry at Maudsley Hospital and (c) Chief Psychologist at Maudsley and Bethlehem Royal Hospitals. The reviewer, Bertram D. Cohen, is (a) Head of the Division of Psychology of Detroit's Lafayette Clinic and (b) Professor of Psychology at Wayne State University. His earlier clinical work occurred at the Michael Reese Hospital, at the Iowa Psychopathic Hospital, and at the Iowa City VA Hospital. He has taught at Indiana University and at the State University of Iowa. In both teaching and research he has stayed close to matters of psychopathology. He is presently a member of the Psychopharmacology Study Section of the NIMH.*

—F. H. S.

EYSENCK'S *Handbook* presents abnormal psychology from the viewpoint of the experimental-analytic tradition as contrasted with the holistic-humanistic viewpoint that characterizes the actual work-a-day orientation of an appreciable portion of persons in the applied mental health professions. The book follows a more constitutional-biological path than a socio-cultural one; it emphasizes objective and actuarial approaches to abnormal behavior and avoids intuitive, impressionistic, and projective methods and concepts. To those familiar with the editor's contributions over the past two decades, this should come as no surprise.

The *Handbook* is, for Eysenck, a compromise solution. In his introduction he tells his readers that he had originally intended to write a textbook which would cover the experimental-abnormal field comprehensively. Even for a man of his admirable stamina, the task loomed too massive. Instead, he settled for a series of individual contributions from each of a group of investigators associated with him at Maudsley. That this is a risky procedure in the art of handbook-making is noteworthy in that it heightens the probability of

special bias in the selection and interpretation of the material included. In the opinion of this reviewer, the bias is clearly present, but the book nevertheless does bring together a large amount of information useful to the research psychopathologist.

Placing this *Handbook* in a historical perspective, it is clear that it has two immediate predecessor-models. One is the J. McV. Hunt volumes *(Personality and the Behavior Disorders)* of the early forties; the other is Stevens' *Handbook of Experimental Psychology* of the early fifties. Eysenck's *Handbook* attempts to capture the territorial content of the former with the methods of the latter. By means of a set of experimental and factorial bootstraps, the authors make a concerted attempt to lift abnormal psychology up from the misty swamplands of the clinic and onto the clearer and drier highlands of objective psychology. To prepare the ground, the editor divides abnormal psychology into three parts. Corresponding to the more traditional breakdown of clinical problems into diagnosis, etiology, and therapy, the *Handbook* travels from Part One: Description and Measurement of Abnormal Behavior, to Part Two: Causes and Determinants of Abnormal Behavior, and ends with Part Three: Experimental Study and Modification of Abnormal Behavior.

Part One. This section is opened with a programmatic chapter dealing with systematic and methodological questions concerning the logic and function of diagnosis, and is followed by six chapters concerned with an array of psychological modalities extending from psychomotor functions through ego-functions. Eysenck's chapter sets the stage by articulating his own basic program which entails the reformulation of psychological diagnosis in terms of the dimensional system he has previously described in many publications. The system of trait dimensions is offered as a quantitative network within which persons can be described and from which the individual difference parameters of more fundamental variables in general (Pavlovian-Hullian) behavior theory can be estimated. Given the systematic frame of reference of this *Handbook,* the objective is quite legitimate and potentially fruitful. The specific empirical solutions offered in Chapter One, however, are justified in a few closely packed pages and the condensation makes reading difficult. Readers should be aware that much of this material is highly controversial. The chapters following include extensive surveys of well organized material worth having in a single book, in addition to segments in which the authors attempt to provide empirical support for the Eysenckian dimensional system. A. Yates and H. Brengelmann review psychomotor functions and expressive

H. J. Eysenck

movements, respectively. While projective methods are on the unpreferred list, Brengelmann does include tests of this type and evaluates them for their reliability and predictive efficiency.

A major problem faced by these authors is in the choice of criteria. Attempts are made with varying degrees of success, to substitute personality dimensions for the conventional diagnostic categories. The results do not yet justify the substitution, since the dimensions themselves, while possibly more reliable than the older categories, do not account for a convincing amount of the variance in the tests. Neither, of course, do the conventional categories. If clinicians were to accept the Eysenckian dimensional system, it would require giving up the older categories for a new set of typological dimensions that are of questionable meaning themselves. Simply because they may have some theoretical unity is, in itself, not sufficient incentive in view of the immature state of the theory.

From motor expression, Part One shifts to the area of sensory perception, handled by G. W. Granger. Here the field is constricted to a discussion of visual discrimination and adaptation. Granger provides little in the way of clinical or personality correlate data and thereby avoids the criterion problem. He offers an interesting individual difference variable, the "filter factor," a constant deviation in visual thresholds occurring within individuals under abnormal conditions (e.g., experimental anoxia) and between individuals under normal conditions. Whether or not such measurements will provide meaningful diagnostic information is posed as a problem for future investigation.

Intellectual functions are the domain of W. D. Furneaux, who summarizes his own work in this field. The ideas are novel and provocative, and have not been previously available to the psychological public. R. W. Payne provides a reasonably comprehensive review of cognitive abnormalities. He concerns himself with the kind of material reviewed by Hunt and Cofer in the Hunt volumes, brings the field up to date, and critically examines the effects of many additional variables. J. Inglis summarizes individual differences in the areas of perceptual defence, the *Zeigarnik* effect, and level of aspiration. The basic empirical content in each area is neatly organized. Theoretically, a heavy burden is placed on the Yerkes-Dodson law and a "stress" dimension, which, when combined with the Eysenckian dimensional system and liberal speculation, accounts for perhaps too much.

Part Two. The issue of causal preeminence is resolved by affording space for chapters on heredity by J. Shields and E. Slater, and constitution by L. Rees, as well as a chapter on childhood upbringing and other environmental factors by N. O'Connor and Cyril M.

Franks. The first two chapters are thorough, lengthy, and go into considerable technical depth. The third chapter, while shorter, does consider studies of the social conditions of childhood and the influence of psychoanalytic-historical variables.

The last three chapters include detailed and readable excursions by a) Irene Martin into the mechanisms of somatic reactivity, b) Cyril M. Franks into conditioning, and c) H. Gwynne Jones, into learning. These are included in Part Two presumably to provide information concerning the processes which translate the variables of the first three chapters into their ultimate effects in abnormal behavior.

The last two chapters mentioned above are of particular importance in that here the relations between personality dimensions and the variables of conditioning and learning theory are given their most exhaustive treatment. As such, they will serve as useful sources for students. In these areas several rival theories have developed, and the reader without a pertinent background should be informed that the interpretations are often too one-sided. Franks, for example, attempts to provide evidence for the superiority of measures of introversion-extraversion over measures of anxiety to account for "conditionability." The conditioning curves he presents to make his point do indeed indicate that introverted (or dysthymic) persons show higher conditioned response curves than those produced by extraverted (or hysteric) subjects. Actually, this is irrelevant to classical conditioning studies in which manifest anxiety measurements have been used to estimate motivational level. In the latter studies the underlying theoretical variable, D in the Hullian system, has as one of its chief defining effects the production of differential *slopes* of the conditioning curves. Franks' curves are parallel, indicating that the introversion-extraversion continuum relates in some way to the *associative* factor, H in the Hullian system, rather than the motivational one. Thus Eysenckian introversion is different from manifest anxiety, and it is apparently not a better alternative to it when manifest anxiety is used to provide an index of drive level in a technical Hullian context.

PART THREE. The effects of conditions that make normal behavior abnormal, and vice versa, are summarized in seven chapters. The consequences of brain damage and procedures for creating experimental neuroses in animals are surveyed by V. Meyer and P. Broadhurst, respectively. Four chapters are devoted to various therapeutic procedures including psychosurgery by R. Willett, cerebral electroshock by D. Campbell, drug treatment by D. Trouton and H. J. Eysenck, and psychotherapy by H. J. Eysenck. The final chapter is a very practical contribution by H. Gwynne Jones on applied abnormal psychology.

Meyer's review on brain damage is concise and intelligently critical. It should prove useful as a reference source for the major conceptual approaches and empirical findings. Broadhurst's chapter on experimental neurosis underscores one objective of contemporary behavioral science: the discovery of universal organismic laws, whether the subject matter concerns normal behavior or behavior of particular interest to the psychopathologist. It also gives the reader some understanding of the historical basis of Eysenck's theorizing, which stems in broad outline from Pavlov's characterization of canine traits and the relation of these traits to differential conditionability.

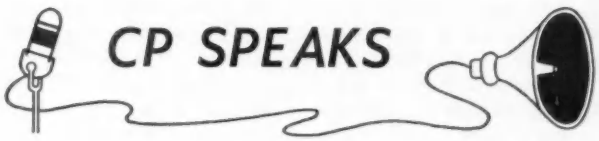
The reviews of psychosurgery and electroshock are more lengthy than one would expect, since these methods have been falling into relative disuse clinically in recent years. The length is justified in that the authors consider these procedures as techniques for manipulating variables of general interest to psychologists. Similarly, the chapter on the effects of drugs concerns relationships between parameters of overt behavior and variables manipulable by drugs. Space is devoted largely to the more time-honored drugs (e.g., barbiturates, alcohol) with relatively little attention given the newer drugs. This field is changing and the authors themselves indicate that their chapter will soon be obsolete. The chapter on psychotherapy is less concerned with general psychological relationships and more with the particular issue of therapeutic outcome. This reviewer felt the style was at times unnecessarily polemical, consistent with Eysenck's previous sorties in this area.

The final chapter could be usefully assimilated by the clinician who wishes to expand his armamentarium beyond the standard stockpile of tests and treatments. H. Gwynne Jones offers an approach to individual patients that encourages flexibility, ingenuity, and sensible use of theory in the application of experimental principles to the diagnosis and treatment of clinical problems.

A *handbook* has both a right and a responsibility to be methodologically selective. But once the methodological boundaries (those of contemporary objective and behavioristic psychology in this case) have been laid out, one expects to find contributors who represent a fair cross section of specific theoretical positions. The close geographical proximity of the authors of this work apparently acted to impede the degree to which it approximated this criterion of a handbook's adequacy. The contributors are a talented and thoughtful group but, to coin a paraphrase, there was a tendency to render unto the editor that which was his and perhaps even a little more. Be that as it may, the main factual references in each field covered are mostly there, through 1958, and the book should provide a stimulating adjunct to research seminars at the graduate level.

*Archimedes was not free from the prevailing notion that geometry was degraded by being employed to produce anything useful. It was with difficulty that he was induced to stoop from speculation to practice. He was half ashamed of those inventions which were the wonder of hostile nations, and always spoke of them slightingly as mere amusements, as trifles in which a mathematician might be suffered to relax his mind after intense application to the higher parts of his science.*

—T. B. MACAULAY




## Reviews, Reviews, Reviews

In addition to *CP* there are at least 132 English language journals that carry reviews of books falling within the area of behavioral science. The book reviewing activities of all these journals, including *CP*, are scanned and tabulated by the *Mental Health Book Review Index* and, semiannually, since 1956, there appears a compilation of information on what books have been reviewed by whom in what journals. Although the *Index* may have some shortcomings, it is a publication of great potential value for those who wish specific information on the reviews of particular books and for any who may wish to do more systematic studies of the book reviewing process as it bears on the scientific and scholarly enterprize in psychology, psychiatry, psychoanalysis and related areas.

Since its inception, the *Index* has tabulated information on the reviews of 8962 books and has published information concerning the 2062 of them that have been reviewed by three or more psychological, psychiatric or psychoanalytic journals (these fields are defined as "core" fields), or have been reviewed by three or more journals in three or more separate fields, or have been reviewed in any three journals originating outside the United States, or have been published in a language other than English.

The fact that a fourth of the books that come to the attention of the *Index* actually qualify for referencing may mean that there is still a great deal of multiple reviewing in spite of the alleged monopolistic position of *CP*. It may also mean that there is not as much multiple reviewing as many would like, nor as much as might be desirable if the reviewing process is to contribute most to the advancement of psychological science.

What kind of books are most likely to receive multiple reviews? The very title of the *Index*, since Mental Health makes many psychologists nervous, will suggest immediately to some that the *Index* may do injustice to books that deal with matters of basic research. But the *Index* seems to take seriously its stated determination to cover reviews of all books in behavioral science. For example, the following entries in Vol. 6, No. 11 of the *Index* show there is no exclusive focus on matters of pathology or its absence (also these entries will illustrate the substance of the *Index*).

Cronbach, Lee Joseph. *Essentials of psychological testing.* (2d ed. Under the editorship of Gardner Murphy.) N.Y., Harper, 1960. 650 p. $7.00
*Amer. J. ment. Defic.*, 1960/61, **65**, 299-300 (Claude J. Bartlett)
*Amer. J. Psychol.*, 1960, **73**, 323-324 (Benjamin Rosner)
*Brit. J. educ. Psychol.*, 1960, **30**, 190-191 (Philip E. Vernon)
*Brit. J. Psychol.*, 1960, **51**, 380-381 (D. A. Pidgeon)
*Canad. J. Psychol.*, 1960, **14**, 287-288 (R. W. Payne)
*Contemp. Psychol.*, 1961, **6**, 81-82 (Norman Frederiksen)
*Personnel Guid. J.*, 1960/61, **39**, 154-155 (J. C. Gowan)
*Personn. Psychol.*, 1960, **13**, 471-473 (Donald L. Grant)
Luce, Robert Duncan. *Individual choice behavior; a theoretical analysis.* N.Y., Wiley; London, Chapman & Hall, 1959. 153 p. $5.95; 48s
*Contemp. Psychol.*, 1960, **5**, 113-116 (W. K. Estes)
*Occup. Psychol.*, 1960, **34**, 221-222 (W. Sluckin)
*Personn. Psychol.*, 1960, **13**, 214-215 (Louis Guttman)
*Psychol. Rep.*, 1960, **6**, 315 (C. H. Ammons)
Miller, George Armitage, Galanter, Eugene, & Pribram, Karl H. *Plans and the structure of behavior.* N.Y., Holt, 1960. 226 p. $5.00
*Behavioral Sci.*, 1960, **5**, 341-342 (William Paul Livant)
*Brit. J. Psychol.*, 1960, **51**, 275-276 (I. M. L. Hunter)
*Canad. J. Psychol.*, 1960, **14**, 281-282 (Peter M. Milner)
*Contemp. Psychol.*, 1960, **5**, 209-211 (D. O. Hebb)
*J. indiv. Psychol.*, 1961, **17**, 117-118 (Alfred E. Kuenzli)

What about the 6000 or more books that are in the files but not on the pages of the *Index?* What is filtered out? The editorial prefacing Vol. 6, No. 11 points out that books in social psychology are less likely than most to receive multiple reviews. (Journals in Sociology, Anthropology and Political Science are not scanned; here may be one bias introduced by the Mental Health orientation of the *Index*, a bias working against inclusion of books in the social area.) It seems very likely also that psychological books reviewed by journals in the areas of physics or acoustics or engineering and, also naturally, by *CP*, are not likely to accumulate the three reviews necessary to make the pages of the *Index*.

What does one do to be sure that his book will receive multiple reviews? The editorial cited above gives some clues. First, write a handbook, or a book on the history or the theory or the fundaments of a field, or a book giving an inventory of a wide range of research, or a book on methodology. One-fourth of the books referenced in the *Index* fall in such a general category. Next best, write a book about children or adolescents, the objects of great inter- and multi-disciplinary concern. One out of five of the referenced books are in this category. And if one writes a book on the history or theories or methods or major research trends in the area of childhood and adolescence, he is almost guaranteed multiple reviews whereby he and his colleagues are al-

most sure to find out what almost anybody makes of his book. To make assurance doubly sure, perhaps he should write it in a language other than English.

Such matters aside, the *Index* can be a unique resource for anyone wishing to review reviews either for personal or for research purposes. The *Index* is sponsored by a number of Mental Health and other organizations and is produced under the guidance of an editorial committee of which Ilse Bry is chairman and Lois Afflerbach is co-chairman. To subscribe for a year, send $3.00 to the latter at The Klapper Library, Queens College, Flushing 67, New York.

### Books to Come

Due to appear in late Spring or early Summer of 1962 are perhaps a hundred excellent books about which *CP* as yet knows nothing. But there are some that will not be surprises. Among these is *Introduction to Psychological Research* by William A. Scott and Michael Wertheimer, to be published by Wiley. The authors report that this book went through four complete drafts and two revisions before being cast into galleys, and that it will deal with the realities of doing psychological research, including not only traditional topics but also such earthy business as where to get research money.

Also coming soon, and again from Wiley, is *Aging and Personality: A Study of Eighty-Seven Older Men*, by Suzanne Richard, Florine Livson and Paul G. Petersen. The book will depart from the conventional in that it deals with personality changes (development still?) not in children but in adults from 55 to 84 years old. And it will deal not with pathology alone but with adults who are functioning well as they approach and enter retirement.

From Knopf is coming *Introduction to Statistical Method*, by Kenneth R. Hammond and James C. Householder. Dr. Hammond reports that he fell under the spell of Knopf's Krech and Crutchfield and started a book. He asked his friend Householder, a mathematician, to read a chapter. Householder did—and rewrote it. Hammond liked Householder's assumption that "students of psychology can do more than count to six." Collaboration began. As finally crystallized, the book aims to show the need for measures and methods and then to treat statistics from a mathematical point of view.

Coming later but still soon is Robert Winch's book *Identity and Its Familial Determinants*, to be published by Bobbs-Merrill. Dr. Winch reports that after ruminating about social interaction and social systems and identification he wrote himself a memo; the memo became hypotheses which led to pilot studies which led to new ideas which led to the book.

M. H. Appley and Charles N. Cofer are working on *Theories and Research in Motivation*, to be brought out by Wiley in 1963. Cofer says that it will be a comprehensive review of what its title says, and that it is a monster. What he means by that will become clear, perhaps, only after the book is weighed, physically and otherwise. At any rate, he reports that psychologists are doing research faster than he and Appley can write it up. They do not suggest a moratorium on research but one might suspect that they secretly would like one.

—F. H. S.

# New Text for Future Teachers

**Herbert J. Klausmeier**

***Learning and Human Abilities: Educational Psychology.*** New York: Harper & Brothers, 1961. Pp. xii + 562. $7.50.

*Reviewed by* Frederick B. Davis

*Professor Klausmeier, the author, received his doctorate in education at Stanford University after a number of years of experience in secondary education. He is now Professor of Education at the University of Wisconsin. On the way from Stanford to Madison he taught and worked in education at San Francisco State College and at the Colorado State College of Education. He has had a long-standing interest in human learning and development, an interest reflected in the present book. Earlier, in collaboration with others, he published* Teaching in the Elementary School, *New York, Harper and Brothers, 1956. Frederick B. Davis took his degree in education at Harvard and, during World War II served as an editor with Co-operative Test Service and as an aviation psychologist in the Air Force. After the war and after a brief period as Chairman of the Psychology Department at Peabody College, he moved on to Hunter College in New York where he is now Professor of Education. He teaches educational measurement, research techniques and test construction. Over the past twenty-five years he has written extensively in the field of psychological measurement; perhaps his best known work is represented in the* Davis Reading Tests.

—F. H. S.

In the preface, the author writes, "My purpose in this book is to set forth a theory of classroom learning and to bring together research findings that deal with efficiency of learning." In the accomplishment of this purpose, he has written a 562-page book divided into four main parts. Part I is devoted to the essential components of teaching-learning situations. Part II deals with ways of producing efficient learning in the cognitive, psychomotor, and affective areas. Part III describes conditions conducive to efficient learning. Part IV discusses evaluation, measurement, and research techniques. In some respects this organization of the material in the field of educational psychology differs from the conventional. In many such books, the growth and development of the individual—physical, mental, and

emotional—is handled in a separate section. In Klausmeier's book, however, developmental trends in learning are taken up with respect to concepts, problem solving and creative abilities, psychomotor abilities, and attitude learning in chapters 6, 7, 8, and 9, respectively. Traditional presentations of the neurological bases for psychomotor development and of the psychosexual bases for emotional development are not provided. Neither is there any presentation of the neural structures involved in learning nor of the principal theories advanced to explain how learning of various types occurs. These omissions will work out well for students who have taken an earlier course in general psychology. Overlap between courses is thereby reduced.

An interesting and useful chapter on the use of television, electropic equipment for teaching shorthand and foreign languages, and on teaching machines is included in Part III. This chapter, "New Settings and Contexts for Learning," also contains a brief description of team teaching. Other chapters in Part III cover the familiar topics of Motivation, Retention and Transfer, and Providing for Individual Differences.

Part IV includes three chapters, the first of which is titled: "Evaluation and Measurement: Standardized Tests." The uses of evaluation instruments are well stated and the material on the preparation of informal tests and other evaluative procedures seems helpful and well presented. Some of the more technical matters seem to the reviewer to be awkwardly handled. In the section on reliability, for example, the difference in the origins of the error variance that influences parallel-forms and split-half reliability coefficients is not set forth. The need for correcting the correlation coefficient between half-test scores for length is not mentioned. Students are not apt to be bothered by statements such as "Few, if any, tests are sufficiently reliable to be considered completely accurate measures of each individual's gain during the year" (p. 450); but a good many authorities in educational measurement are likely to feel uncomfortable about the connotations of this statement. The authorities would feel better if the statement were as follows: "Few, if any, tests are sufficiently reliable to provide even moderately accurate estimates of an individual's gain during a school year." The connotations of the latter statement are quite different from those of the former; furthermore, it leads to a presentation of ways of estimating the error in a measure of gain.

The chapter on statistical and research terminology (17) is intended "to clarify the more common statistical terms and symbols frequently encountered in research reports . . ." The treatment is necessarily so brief, however, that this purpose may not be achieved in the case of most beginning students. Perhaps a discussion of such terms as quartile deviation, average deviation, chi square, critical ratio, *t* test, analysis of variance, F test, and factor analysis should be left to more specialized sources on the grounds that few students in introductory courses in educational psychology will either need to know them or be able to learn from this book enough to understand them even if they do feel a need for them. It is difficult to say to what degree statistical concepts can be simplified for beginning students before the concepts lose their essential integrity. It is quite possible that statisticians will claim that this point has been reached in chapter 17 in statements of the following kind: "For example, rejecting the null hypothesis when $P = .05$ means that if sampling were repeated one hundred times the accepted conclusion that the difference is a true difference will be in error five times" (p. 544). Or, "One means of estimating the significance of a factor loading is to square it; e.g., $(.85)^2 = .72$; $(.30)^2 = .09$. Many researchers ignore a loading of less than .50 since its square is only .25" (p. 547).

In summary, the reviewer judges the book to be about as teachable and as accurate as most other recent texts in its field. While it may fall short of the ambitious objective of setting forth a theory of classroom learning, it is certainly a practical book, attractively printed and bound, and highly useful for introducing students to educational psychology.

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# PAIN

## Its Modes and Functions

*By F. J. J. Buytendijk*

Modern man has been less concerned with understanding the problems of pain than with the use of drugs to blot it from consciousness. Professor Buytendijk discusses the nature of pain, as experienced by man and by animals, and its purpose as a factor in life. His deeply thoughtful and authoritative analysis makes use of recent research to show how pain originates and to detail the physical and psychological reactions that it prompts. In his words, pain is a distress to be accepted "as the sign and seal of a deep bond with being itself."

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# Helping with Love and Marriage

**Lucy Freeman and Harold Greenwald**

***Emotional Maturity in Love and Marriage.*** New York: Harper, 1961. Pp. xiv + 255. $4.95.

**Dean Johnson**

***Marriage Counseling: Theory and Practice.*** Englewood Cliffs, New Jersey: Prentice-Hall, 1961. Pp. x + 246. $5.00.

*Reviewed by* ROBERT F. WINCH

*The first book is a collaborative one, produced by a professional writer and a professional clinical psychologist, both psychoanalytically oriented. The professional writer is Lucy Freeman who once worked for the* New York Times *but in recent years has been writing independently, and authoring such books as* Fight Against Fears, Hope for the Troubled, So You Want to be Psychoanalyzed!, *and* Troubled Women. *Dr. Greenwald took his PhD in psychology at Columbia and since 1956 has been active in psychoanalytic circles in and around New York. He is now engaged in the practice of individual and group psychotherapy in that city. In recent years he has served as research associate in the Group Therapy Department of the Theodor Reik Clinic, and has held faculty appointments with the National Psychological Association for Psychoanalysis, the Pratt Institute, and Teachers College, Columbia University. Presently, in addition to his practice, he serves as a consultant psychologist at the Stuyvesant Polyclinic Hospital and is a member of the faculty of the training institute there. CP readers may know his book,* The Call Girl: A Psychoanalytic Study. *The late Dean Johnson, author of the second volume reviewed here, was Professor of Sociology at the University of Arkansas. His academic training occurred at Boston University, at Duke University, and at the Menninger Foundation. He held a Post Graduate Certificate in Marriage Counseling from the latter institution and was associate director of the foundation's Marriage Counseling Service and Training Program before moving to the University of Arkansas. Dr. Robert Winch, the reviewer, though a Fellow of APA, is primarily a sociologist. He received his doctorate at the University of Chicago, taught sociology at Chicago and Vanderbilt and then moved to Northwestern University where he has been since, as an associate and full professor, except for a year on a Guggenheim Fellowship. He has long maintained an interest in marriage and the family, and has published extensively in the field. His books include* The Modern Family, *1952, and* Mate Selection, *1958. His book* Identity and Its Familial Determinants *will be published by Bobbs-Merrill in 1962.*

—F. H. S.

BOTH of these books are concerned with help. The first is for the guidance of those who wish to help themselves, and the second is a text for those who would guide others.

Lucy Freeman is a writer who has specialized in psychoanalysis, psychiatry, and social welfare, and is best known for her *Fight Against Fears.* Harold Greenwald is a psychologist, perhaps best known as the author of *The Call Girl.* Being psychoanalytically oriented, the authors regard the relations between the sexes as laden with problems and view the problems as rooted in sex. The battle of the sexes is discussed in such chapters as "The Myth of the Happy Honeymoon" and "Marriage as a Vendetta." The dynamics of the struggle are set forth under such titles as "The Respectful Prostitute and the Proper Pimp" and "The Mystique of the Orgasm." The tone of the book is captured by the dust jacket's comment that the "approach is Freudian *but* the book strikes a hopeful note throughout." (Italics added.)

Since *Emotional Maturity* lacks data or an original synthesis of extant propositions and since it is addressed to a popular audience, it invites comment with respect to (a) its adequacy as a reflection of the psychoanalytic point of view and (b) the adequacy of that point of view. On the first point it is the reviewer's judgment that the book is a thoroughly respectable popularization of the common core of currently accepted psychoanalytic doctrine. On the second point the reviewer was impressed with the difficulty in finding a sentence in the indicative mode, e.f.:

> "The bride *may* not realize that her husband, who appears so manly and confident *may* be shy and fearful as to how well he will acquit himself sexually. She *may* want to understand more about his needs but think it unladylike to ask any questions and this *may* add to any discomfort she already feels. He, on the other hand, *may* . . ." (P. 34, italics added).

The one consolation of such monotonous uncertainty is that this 'mode of may' represents a giant step away from the dogmatism of some of the earlier psychoanalytic writers (always excluding Freud) and toward representing the truth value of psychoanalytic propositions with more accuracy.

Three further observations regarding *Emotional Maturity:* (a) its advice sounds wise, (b) and/but (reader's choice) morally conservative, and (c) the book as a whole sounds dated. On arriving at the first of these judgments, the reviewer asked himself whether or not conventional psychoanalytic principles had come to sound like comfortable folk-wisdom. Perhaps—the answer came back—perhaps. But there is a certain non-psychoanalytic wisdom in the general view that both *A*—any *A*—and its opposite are bad. One should neither hate nor be too fond of one's parents, one should neither be obsessed with sex nor should one fear it, etc., etc. The wisdom, then, seems to come from the golden mean, even a more ancient con-

cept that the libido. On the third point the reviewer had the feeling of having been over this terrain many, many times. No sin is this in a popular book, but it is regrettable that time seems to add not a cubit of solid evidence to these propositions. In time this lack undermines plausibility and the interpretations come to sound tired and dubious.

THE author of the second book, Dean Johnson, took advanced degrees from Boston University, studied at the Menninger Foundation, was associate director of the marriage counseling service and training program there, and is now professor of sociology at the University of Arkansas. His book, which is aimed at the aspiring counselor, takes up the phases of the counseling relationship from the beginning interview and the question of rapport, through a battery of techniques for use in the continuing relationship (listening, asking questions, making comments, confrontation, and silence), the question of recording (its heuristic value and its subpoena-linked hazards), and the use of psychiatric consultation (counselors should not "become junior psychiatrists"). Counseling, which utilizes the client's ego-strength, is not to be confused with psychotherapy, which may deal with the unconscious.

Johnson asserts that marriage counseling is not a distinct but an eclectic profession. It is practiced by one whose basic training and disciplinary identity are in "one of the well-established professions such as medicine, sociology, theology, psychology, law, and social work." Johnson sees the intellectual roots of marriage counseling in: the dynamic psychology of Freud and his sucessors, the emphases on "wholeness" in Gestalt psychology and on operationism in experimental psychology, on interaction analysis in social psychology and on motivational studies in comparative psychology, and the emphasis on subcultures and group-membership determinants in sociology.

To this reviewer it has appeared that over the years there has been a manifest discrepancy between the ideology and the practice of counselors. As we have just noted, the ideology makes the claim that their intellectual roots are eclectic and that they are neither junior nor poor-man's psychiatrists (taking the less difficult and/or less remunerative cases), but their practice seems to be based largely on the procedure and theories of psychiatrists, and if we may be excused a momentary Freudian stance, why the denial? In practice the present volume makes much use of ego-strength, of unconscious determinants of behavior and of enabling the client to discover his real motivations. In practice the ties to experimental and comparative psychology, to sociology and anthropology seem of little use (at least to be little used).

In sum, although it may strike a jarring note, this reviewer's assessment of both books is that they are not merely good, but really excellent, statements in their respective cadres. The reviewer's negativism is directed not towards the books but toward the state of the discipline(s) which they reflect all too accurately.

# Adjective Personality Assessment

**Edward Bennett**

***Personality Assessment and Diagnosis.*** New York: Ronald Press Company, 1961. Pp. xii + 287. $8.00.

*Reviewed by* JOHN D. BLACK

*Edward Martin Bennett, now psychologist in the Human Factors Department of the Mitre Corporation, is a Purdue PhD with an employment history that includes work with Richardson Bellows and Henry, with the Bio-Mechanics Laboratory at Tufts University, and with the Natick, Massachusetts, school system. In 1959 he published the book,* The Search for Emotional Security. *The reviewer, John D. Black, is Director of the Counseling and Testing Center at Stanford University. He did his doctoral work at Minnesota with Starke Hathaway and has since been very active in an assortment of activities, including the organizing of a group of psychologists in private practice and the founding of a test publishing firm, Consulting Psychologists Press, Inc. Throughout, a focal interest has been the normal personality and its assessment.*

—F. H. S.

DESPITE its imposing title, this book is essentially a manual for the use of a personality assessment technique called the "polydiagnostic method," in which subjects are forced to choose from sets of 15 adjectives the 3 most self-descriptive; then from the remaining 12, the next 3 most descriptive; from the remaining 9, the next 3, and so on. This process is repeated for 20 overlapping sets of 15 adjectives each with occasional changes in instructions; e.g., select the least descriptive adjectives, the ones you would most like to be, the ones which best describe other people.

A slightly diabolical touch is added by providing only favorable adjectives for the "least descriptive" instructions, and unfavorable adjectives for all "most descriptive" choices. The lists are individually administered to one subject at a time. How adjectives were chosen for the sets is not explained. Normative distributions are given by sex, based on *N's* of 150 to 200 for each set of adjectives. The subjects ranged in age from 15 to 64, and the norms were meticulously corrected to reflect age and sex distributions of the urban white population. Unfortunately, nearly all subjects came from greater Boston and no information is given regarding their education or socio-economic status. There is some data on reliability and the appendix gives the equivalents of the adjectives in four European languages, including Flemish.

The book opens with a 56-page

"summary and systematization of the dynamics of emotions, thinking, and personality," which includes ten pages of diagrams for those who like to visualize concepts spatially. It offers a rather superficial treatment of defense and adjustive mechanisms on an orthodox Freudian base without acknowledgment of any theoretical controversies or recent contributions. Fortunately, this discussion is irrelevant to the use of the "polydiagnostic" technique by the "trained diagnosticians" for whom the book was written.

The chapter on interpretation (entitled "Reading the Map") advocates a highly subjective, intuitive approach despite the objectivity inherent in the method. It is written at a curiously elementary level. Samples: ". . . expressed feelings may mirror subjective feelings or they may be a distortion of them." "Feelings of anger may be expressed as feeling *angry, bitter, savage,* or *hostile.*"

Following this chapter are 80 pages devoted to five case reports, including the complete "polydiagnostic patterns" and some scores and protocols from other tests. No attempt is made to show relationships between other tests and the "polydiagnostic." The last 40 pages of the book discuss similarities and differences in the responses of men and women to the adjectives, all based on the Boston norms, and the book concludes with a "tentative theory of sex-associated personality," the first principle of which reads as follows: "masculine thinking is a modification downward in intensity of feminine thinking."

There is no evidence that the "polydiagnostic method" can provide more useful information in assessment or diagnosis than, for example, the scoring of Gough's *Adjective Check List* for Heilbrun's need scales, which is far less time-consuming for both examiner and subject. As a test manual, Bennett's book is probably as good as many that are released these days; as a treatment of personality assessment and diagnosis, it misses the mark by being too technical for laymen, too superficial and naive for the professional.



# A Case of Inadequate Development?

**Justin Pikunas,** in collaboration with **Eugene J. Albrecht**

***Psychology of Human Development.*** New York: McGraw-Hill, 1961. Pp. xiv + 346. $6.50.

*Reviewed by* DOROTHEA MCCARTHY

*The principal author, Dr. Justin Pikunas, received his baccaulaureate degree from Vytautas University in Lithuania and his doctorate at Munich. For a while he did post-doctoral research at the University of Paris and then came to the University of Detroit, his present locus. In addition to his academic post, he is also senior staff consultant for the Psychological Consultation Service and serves on the staff of the Mercy College School of Nursing in Detroit. His collaborator, Dr. Eugene J. Albrecht, received his MA and PhD at Loyola and for three years was on the staff of the University of Detroit before moving to General Motors. Dr. Dorothea McCarthy has been professing developmental and clinical psychology at Fordham University since 1932. She received her PhD at Minnesota under Florence Goodenough and John Anderson, and, before coming to Fordham, held a National Research Council Fellowship, did some clinical work in California and directed the nursery school at the University of Georgia. She is best known for her pioneering research in the language development of children. She summarized and evaluated the literature in this area for both editions of Murchison's* Handbook of Child Psychology *and for both of Carmichael's* Manuals of Child Psychology. *She is a recent president of Division 7 of APA.*

—F. H. S.

As its title indicates this volume attempts to cover psychological development throughout the entire life span. It is well organized into ten major sections which are subdivided into twenty-four chapters each followed by a set of questions for review and by a list of general and specific references. The material of the text itself is brief and thin, making only sketchy use of the wealth of experimental findings available in this rich and growing field. The writers depend chiefly on secondary sources and do not give the interested and able student information regarding the classical studies of child psychology or clues as to where recent original research may be found. The book certainly possesses none of the characteristics of thoroughness and scholarship which is usually associated with authors trained in Europe. One finds references to well-known authors strangely intertwined so as to be downright misleading; for example, on pp. 95-96 appears: "Charlotte Bühler's exploration of routine behavior and daily cycles during the first year of life is vividly illustrated by an analytic cinema study of a single infant from the 15th to the 235th day of age in his home environment by A. Gesell and H. M. Halverson. It depicts and interprets his total behavior at this age. A gradual and progressive trend in growth from week to week was hypothesized and shown." The familiar pie diagrams from Bühler's analysis of the child's activities during the twenty-four hours are shown, but without further integration into the text. The thirty figures are unevenly spaced throughout the book. They are not well integrated with the text and are left to tell their own stories. Only six may be considered to present data from the literature of developmental psychology. Eight are from the Mid-Century White House Conference reports, and two are unlabelled or unkeyed so as to be practically meaningless.

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There is a total of five tables in the book (compared with 11, 13 and 99 tables in three competing texts). One is a four-page summary review at the end of the book. Another is a table prepared by this reviewer (used by permission of Wiley) for Carmichael's *Manual of Child Psychology* which presents data on length of sentence from fourteen investigations. As was appropriate for a research handbook, details are given and it is heavily footnoted in regard to methodology. With only two sentences of introduction, such a table seems most inappropriate in an elementary text.

Although the authors stress the self-concept, by devoting sections of several chapters to this construct, the solid research which has been emerging on this topic in recent years is scarcely mentioned. The book will, no doubt, be welcomed by some teachers in small Catholic colleges because of its stress on character formation and moral and religious training which has been seriously neglected in many developmental psychology texts. It is to be hoped, however, that these few positive features will not mislead many into the adoption of this superficial, inadequate text. This book does not measure up in any respect to the high calibre of books we have come to expect from McGraw-Hill in their excellent psychology series.

# Educator's Pow Wow on Research Design

**Raymond O. Collier, Jr., and Stanley M. Elam (Eds.)**

***Research Design and Analysis: Second Annual Phi Delta Kappa Symposium on Educational Research.*** Bloomington, Ind.: Phi Delta Kappa, 1961. Pp. viii + 208.

*Reviewed by* WILLIAM B. MICHAEL

*The editors of the present volume are both professional educators, both productive researchers, writers and editors. Raymond O. Collier is Associate Professor of Education at the University of Minnesota. He has published extensively in the* Journal of Experimental Education *and in the* Review of Educational Research. *Stanley M. Elam, now on the faculty of the School of Education at the University of Indiana has written for the* New Republic, *the* Public Relations Quarterly, *the* Phi Delta Kappan, *the* Fraternity Month *and* Education Today. *The reviewer, William B. Michael, is director of the testing bureau of the University of Southern California and also Professor of Psychology and Education there. He has been connected with the California Institute of Technology, Princeton University, San Jose State College, and the RAND Corporation, always working with mathematics, testing, and statistical methods and analysis. He is also editor of "Book Reviews," the Validity Studies Section, and the Computer Studies Section of the journal,* Educational and Psychological Measurement.
—F. H. S.

DEDICATED to the memory of Palmer Johnson (1891-1960) the Second Annual Phi Delta Kappa Symposium on Educational Research held March 24 and 25, 1960, at the University of Minnesota made use of the talents of a number of distinguished scholars from such diversified disciplines as biostatistics, economics, education, mathematics, mathematical statistics, psychology, and sociology. Seven of the participants individually presented papers covering a large range of problems in sampling, experimental design, statistical analysis, inference, and dealing with the conceptual, or perhaps more appropriately, the philosophical bases underlying experimental and correlational studies in the behavioral sciences. At least eight equally distinguished individuals took part in what for the most part were extremely stimulating exchanges with the featured speakers.

Unlike other similar collections of papers, the volume under consideration constitutes an unusually coherent whole —with a degree of unity that is undoubtedly enhanced by the overlapping and somewhat desirably repetitive coverage of related topics in several of the papers from differing points of view, by the free exchange of ideas between discussants and participants, and by the frequent reference to the contents of most of the other papers during a discussion period for a given paper. Although each of the papers is well written, the transcription of the discussion sessions has been by far the most entertaining and rewarding part of the reviewer's experience with the volume. These passages should be read and then reread many, many times.

Particularly noteworthy is Kempthorne's presentation concerning experimental inference; so is the discussion that follows. To just what sort of population does one make an inference when one has obtained a sample in a carefully designed experiment? Just how broad or sweeping a generalization can one make from a significance test? Pessimistic indeed are Kempthorne's answers. In a systematic manner Kempthorne succintly states many of the difficulties in the inferential process and cautiously suggests basically what amounts to an operational approach in which a frame of reference is carefully specified in the design of the experiment involving randomization prior to obtaining unbiased estimates of error and drawing extremely limited inferences—inferences that practically do not go beyond the data of the sample. On the other hand in a more optimistic vein the discussant McHugh in essence suggests three populations of varying degrees of remoteness to which inferences can be made with lessening degrees of confidence. Even the sophisticated research worker in education and psychology will be disappointed not to find suggestions of workable solutions to allow experimental inferences of at least a moderate degree of generalization—not that he really expected them. Yet he will be happy to realize that he does not stand alone in his ignorance.

Although the enlightened presentation by Sells is concerned with an exposition of such psychological aspects of research as the place of value judgments, the importance of developing a taxonomy of situational or environmental dimensions, and the promise of the system model, the discussion that follows once again centers about the scope of the in-

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ference from sample to population with a resulting consideration of still other limitations to be kept in mind if a correct inference is to be realized. After Stanley's definitive proposal for a reapprochement of correlational and experimental approaches in educational research, Kempthorne during the discussion period keeps alive the issue of the sort of population to which an inference can be made and again stresses the need for randomization.

Although the reviewer found pleasing for the most part the presentation by Kish as to how sample surveys could be designed and carried out, the excellently planned taxonomy of probability selection procedures is marred by a lack of precision and ambiguity of definition of several key terms (e.g., "sampling frame") and especially by his failure to define several of the symbols in his formulas. Nevertheless as an initial overview to problems of sampling finite populations the exposition is one of the better ones currently available to the unsophisticated consumer of survey research. Moreover, it supplements well two other presentations in chapters concerned with experimentation in education.

In short the volume affords much that will stimulate research workers in education and psychology to think more precisely in the design of experiments and in the sorts of inferences that they can formulate in the analysis of results. Readers in the behavioral sciences will also find gratifying the numerous references to recent literature, the up-to-date nature of the problem areas considered, the tactful and gracious manner in which scholars from many disciplines can discuss controversial issues, and the high level of statistical sophistication of specialists in educational research. Indeed one may confidently expect that the future of Phi Delta Kappa symposia will be a bright one.

*Seven is a good handy figure in its way, picturesque, with a savour of the mythical; one might say that it is more filling to the spirit than a dull academic half-dozen.*

—THOMAS MANN



# A Potpourri of Mental Health

**Robert H. Felix and 13 associates**

***Mental Health and Social Welfare.*** New York: Columbia University Press, 1961. Pp. xii + 204. $3.75.

*Reviewed by* ARTHUR J. BINDMAN

*The authors and editors of this book are, in the eyes of both reviewer and editor, literally too many to mention. There is only one reviewer, and he is quite mentionable. Dr. Arthur J. Bindman, who earned his PhD degree in clinical psychology at Boston University and, later, a masters degree from the Harvard School of Public Health, now divides himself between an appointment in the Boston University School of Education and a position as Chief Mental Health Coordinator in the Massachusetts Division of Mental Hygiene. The latter position he has held since 1953. His academic half is further divided between work in the program to train rehabilitation counselors and work as coordinator of a training program in school psychology. On his non-academic time he concerns himself with community mental health and with programs of prevention. He served a term as chairman of the APA Committee on Mental Health Research and Programs and for a year chaired the Conference of Chief State Psychologists.*

—F. H. S.

THIS book is a collection of twelve papers presented at the 1960 National Conference on Social Welfare and in observance of World Mental Health Year. The contributors to the volume are a diverse group of mental health workers, primarily social workers, but the group also includes Robert H. Felix, psychiatrist and Director of the National Institute of Mental Health, and George W. Albee, Professor of Psychology at Western Reserve University. The result is a mixture of papers ranging from Felix's theoretical discussion of what constitutes a comprehensive community mental health program, to Albee's report on mental health manpower, to papers on such topics as leisure and mental health, youth groups in conflict, parent consultation, the home psychiatric team, social action for mental health, and volunteers for mental hospital programs.

As in many collections of this type, the lack of consistency in editorial style results in some unevenness of presentation and affects the readability of some of the articles presented. There is, however, consistency here, a consistency in the theme that mental health, or rather mental illness and its offshoots, must be attacked on many fronts by new methods of social welfare if there is to be reduction and containment of malady. There is an emphasis upon dealing with real problems in the real world, and on this account one soon finds that these papers are quite different from those expected from psychologists; there is generally very little theoretical orientation, only limited interest in the testing of hypotheses, and not much of what psychologists would regard as rigorous scientific attitude. Instead, the authors for the most part describe special programs, outline techniques of practice, or launch into a case vignette in order to make a point. These methods of exposition and description in themselves would not raise serious questions, except for the fact that the authors too frequently point out the many benefits of their practices without describing the errors or pitfalls that appeared before success was attained. These papers would have been considerably more valuable to other "mental healthers" if there had been more inclusion of educative mistakes and proper caveats.

A few papers in this compilation,

however, do boldly admit to errors in practice. Perhaps the outstanding example is that described by L. T. Steinbrecher, Executive Secretary of the Illinois Board of Public Welfare Commissioners, who pictures a lack of interest and know-how in practical politics as the reasons for failure of social workers in achieving adequate mental health appropriations in his state. Perhaps psychologists should take note!

ALTHOUGH the majority of papers touch upon areas which are fairly well-defined in mental health work, some new ideas in case-finding, intervention and consultation are spelled out, and make for interesting reading. Phyllis Rolfe, who was the social worker on the Boston State Hospital Home Treatment Service team, provides some feelings of excitement, and even some shared anxiety in describing the many problems that were encountered in setting up a program designed to bring a psychiatric team into a home in case of emergency. The paper provides some interesting hypotheses for further testing, hypotheses centered about the finding that breakdown or change in family patterns of interaction is often the primary reason for the final call for psychiatric help, rather than the family recognition of psychopathology and psychiatric emergency.

Three different approaches to the family and its importance in mental health show how different aims and emphases are needed, as there is a change in the severity of the problem encountered. Joseph Reidy, Director of Child Psychiatry at the Esther Loring Richards Children's Center in Owings Mills, Maryland, outlines the dimensions of getting parental involvement in severe cases, involvement that is so often necessary if treatment of the child is to succeed. David Hallowitz and his confreres at the Psychiatric Clinic of Buffalo, New York, were able to differentiate criteria for the successful parental consultation that can quickly effect change in relatively superficial cases. Perhaps the most difficult task was that of William Sample of the San Mateo County Health and Welfare Department. He worked with borderline psychotic mothers who are carried on the rolls of the Aid to Dependent Children program. Changes in such cases not only have economic importance because of welfare outlays, but more significantly, in the light of recent evidence on the epidemiology of mental illness, there is the possibility that even partial rehabilitation of these mothers can positively affect the future of their offspring.

Mental health is shown in this book to be a mammoth task, at which social welfare practitioners are slowly chipping away. The truly comprehensive services, well defined, well planned, well heeled and well staffed, are still to be found in the future.

# Deafness

**Edna Simon Levine**

***The Psychology of Deafness: Techniques of Appraisal for Rehabilitation.*** New York: Columbia University Press, 1960. Pp. xii + 383. $7.50.

**Helmer R. Myklebust**

***The Psychology of Deafness: Sensory Deprivation, Learning and Adjustment.*** New York: Grune & Stratton, 1960. Pp. xii + 393.

*Reviewed by* EDGAR L. LOWELL

*Dr. Levine is Associate Research Scientist at the New York State Psychiatric Institute and a Diplomate in Clinical Psychology of the American Board of Examiners in Professional Psychology. She has published* Youth in a Soundless World *(New York University Press, 1956) and is about to publish with James Garrett* Psychological Practices in Rehabilitation *(Columbia University Press, 1961). Dr. Myklebust is at Northwestern University, where he is Professor of Language Pathology in the School of Speech, Professor of Psychology in the School of Liberal Arts, Professor of Neurology and Psychiatry in the School of Medicine, and Director of the Institute of Language Disorders. He is author of* Your Deaf Child *(C. C Thomas, 1950) and* Auditory Disorders in Children *(Grune and Stratton, 1954). The reviewer, Dr. Lowell, is Professor of Education at the University of Southern California and Director of Research in the John Tracy Clinic. He is co-author with McClelland, Atkinson, and Clark of* The Achievement Motive *(Appleton-Century-Crofts, 1953) and collaborated with Sears, Maccoby, and Levin in* Patterns of Child Rearing *(Row, Peterson, 1957). His interest in the education of deaf children began in the Laboratory of Human Development at Harvard. Recently he has co-authored a manual of games that help parents train children who are hard of hearing*—Play It by Ear.

—E. G. B.

IN a field where communication is usually in short supply, there is irony in the appearance in the same year and under the same title of two important contributions to our understanding of deafness. The contents of the two books are, however, quite different, as their subtitles show. Edna Levine's *Techniques of Appraisal for Rehabilitation* is intended to "provide guides for the psychological appraisal of adults and children with impaired hearing," whereas Helmer Myklebust's *Sensory Deprivation, Learning and Adjustment* is "mainly for advanced courses in audiology, language pathology, special education, and psychology."

The long experience of both authors in dealing with the deaf is evident from their presentations. It is clear, however, that they have quite different views of what constitutes a 'psychology of deafness.' The reader's satisfaction with either book will depend on how closely his views agree with the author's.

DR. LEVINE'S book, which was made possible by the award of a special research fellowship from the U. S. Office of Vocational Rehabilitation, is understandably oriented toward psychological practice in the setting of rehabilitation. It is another meritorious step which the Federal Office of Vocational Re-

habilitation has made toward providing a better understanding of the deaf, and particularly toward helping psychologists to participate in the total rehabilitation of the deaf.

The special modifications that must be considered when using standard psychological tests, case histories, observation, and interviews with the deaf are considered in detail. Almost half of the book is devoted to techniques of appraisal of the deaf, both child and adult, with an emphasis on psychological practice in rehabilitation. A fifth of the book discusses the psychological implications of a hearing loss. Some psychologists may be disappointed in the author's decision that "statistical, nosological, and other special information necessary for area-orientation is confined wherever possible to Appendixes, Glossary, and Bibliography," which occupy another fifth of the book.

The critical question in all rehabilitation is: Why should an impairment generate psychological handicap in some cases and not in others? It is, perhaps, the focus of Dr. Levine's book. Her conclusion that the answer lies in multiple influences and their combination, led her naturally to the broad coverage of techniques of evaluation presented in her book. Despite her broad clinical experience, the emphasis on breadth led her into such statements as "the following [tests] are reported to render particularly good service" and "the . . . WAIS appears equally promising."

Dr. Myklebust, on the other hand, gives us more of an approach in depth. He considers in detail the major areas of research with the deaf and reviews and synthesizes these findings in a lucid, but thought-provoking, fashion. The fact that he has been a major contributor to the research literature is apparent. His quantitative interest is evidenced by his 110 tables and 41 figures, although he gives only means, standard deviations, and correlations because "to include the required levels of significance for the *t* and the chi-square values would unduly increase the size of the volume, as well as make it difficult reading for those not sophisticated in statistics." The statistically significant differences are discussed in the text, however.

Dr. Myklebust is concerned with the influence of deafness on mental development, emotional adjustment, motor functioning, and social maturity. A major section of his book is devoted to the unique language problems of the hearing-impaired and the development of speech and lipreading. Still another section that reflects the author's interest, deals with other handicapping conditions, like vision, aphasia, and mental retardation.

One can appreciate the complexity involved in carrying out research with deaf people from noting the details of controlling the many variables which are evident in Dr. Myklebust's research, and also in the complex way in which he is obliged to state his conclusions. Fortunately, he goes beyond his conclusions and suggests their implications for future work with the deaf.

How well this book fufills the broad intentions of the author to serve advanced courses in Audiology, Language Pathology, Special Education and Psychology will depend a good deal upon how such courses are organized. For advanced courses with a serious interest in the deaf it should prove invaluable.

A comparison of these two books which have such different objectives would be unjust. Even the suggested contrast of breadth and depth is not quite fair, for within the framework of what they are attempting Dr. Levine's coverage is not shallow, nor is Dr. Myklebust's narrow. The following, however, illustrates the differences of approach. A major problem concerns the validity of using, with the deaf, intelligence and personality tests that have been standardized on the nondisabled. Both of these books are concerned with this problem and discuss it at length. Dr. Levine lists nine items from the Minnesota Multiphasic Personality Inventory which, because they assume normal speech, hearing, or balance, are considered inappropriate for the deaf child. Dr. Myklebust, on the other hand, devotes some 25 pages, including seven tables and four figures, to discussing the MMPI, the testing of some 288 deaf and hard-of-hearing children with this instrument, and a detailed examination of loaded items. Dr. Levine, on the other hand, lists similar questionable items from the Bernreuter Personality and the Bell Adjustment Inventories.

Both authors are concerned with research, and both discuss many areas badly needing further study. One of the most valuable functions that either of these books could perform would be to stimulate more psychological interest in the deaf. The lack of even basic normative data in this field is evident at the very beginning of Dr. Levine's book. Boyce Williams, Consultant on the Deaf and Hard of Hearing in the Office of Vocational Rehabilitation, in his foreword to the book, suggests there has been so little exploration of the psychology of the deaf because the deaf are so few in number. He thinks there may be two and a half million deaf and hard-of-hearing people in the United States. In her introduction, Dr. Levine cites a figure of upwards of fifteen million persons with impaired hearing. It is obvious, with information so scanty, that a great deal of work is needed in this field. These two books should do much to stimulate it.

# Psychology Self Appraised in Canada

**Karl S. Bernhardt** (Ed.)

***Training for Research in Psychology.*** (Canadian Opinicon Conference, May 1960.) Toronto: University of Toronto Press, 1961. Pp. xii + 127. $4.00.

*Reviewed by* CARL PFAFFMANN

*Professor Karl Bernhardt, the editor of the present volume, received his PhD in 1933 at the University of Chicago and moved immediately to the University of Toronto where he is now a professor and is administratively associated with the Institute of Child Study. He was secretary of the Opinicon Conference Steering Committee out of which*

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*the present volume grew, and in the nature of groupy things, his secretarial role expanded into that of editor. The reviewer, Carl Pfaffmann, received his doctorate in 1939 at Cambridge University and since 1940, except for a period of naval service, has lived and moved and had his being at Brown University. Along with his research productivity in physiological psychology he has been a vigorous teacher of graduate students, and has served both as a citizen and as a statesman in the organized affairs of American psychology. He is a member of the National Academy of Sciences and in 1959 was awarded the Howard Crosby Warren medal for his scientific achievements. His research has had a focus on the chemical senses and their relationship to behavior. He has had special success recording activity in sensory neurons, a method for doing which he learned from Lord Adrian.*

—F. H. S.

THE contemporary trend for self appraisal by psychologists continues with this report of a conference of some 40 Canadian psychologists at Lake Opinicon in the summer of 1960. This conference, under the auspices of the Canadian Psychological Association, focused its attention on training for research in psychology because of the concern that a "huge superstructure of applied activities is being carried by a rather slender foundation of research." The conference was organized into daily sessions devoted to a particular aspect of the problem. Following each discussion period, editorial committees formulated statements embodying the sense of the meeting for vote by conference members. These statements and a tabulation of the votes for, against, or abstaining appear throughout the text.

A liberal definition of research was emphatically endorsed. All participants agreed that psychological research of equivalent merit might range from the precise quantitative testing of well defined hypotheses to the descriptive exploration of new facts. But as the editor candidly notes, "smoldering somewhere beneath the surface" may have been another issue that did not get much expression, which, to paraphrase C. P. Snow, your reviewer would call the two cultures of psychology. The laboratory experimentalist interested more in process and mechanism has been known to say that "people are irrelevant" whereas the clinician would counter with "equipment distracts from the real goal, understanding people." But no sentiment was expressed for a service oriented, and purely professional degree in psychology. The PhD degree with research training was held to be the proper academic route for qualification as a psychologist.

The editor neatly points up the current paradox in which psychologists declare that no one without a PhD degree may call himself a psychologist whereas in the same breath they admit that "psychological work can be done by individuals who are not psychologists." This terminological double talk in both Canada and the U.S. does not deter government, civic or private agencies from hiring non PhD psychologists not only from necessity but apparently because non psychologists can do the work. Operationally minded scientists might be expected to take as the more valid criterion some measure of what a man can do rather than what he is called.

As regards research training per se, the conference endorsed many of the Estes Park conclusions with only occasional qualification. They agreed that the most important ingredient in research training is exposure to an environment in which research is actually going on. Since the conference was concerned more with broad generalization than details of curriculum, no concensus was reached on specific subject matter or even on technique courses in the graduate program. On the whole there were no significant departures from the general conclusions or spirit of Miami and Estes Park, but this report does give the reader a more focused review of the problems of graduate education for research in psychology. Or to put it another way, he will find what is praised as psychological virtue and condemned as educational sin north of the St. Lawrence.

*Words are wise men's counters; they are the money of fools.*

—HOBBES

# In Search of a Theory

**John W. Loughary**

***Counseling in Secondary Schools: A Frame of Reference.*** New York: Harper & Brothers, 1961. Pp. xiv + 153. $3.00.

*Reviewed by* EDWARD C. ROEBER

*John W. Loughary, after extensive experience as teacher and counselor in junior and senior high schools, took his PhD at the State University of Iowa and then, after a brief stretch at the University of California, Berkeley, returned to his first love in the secondary school setting. He is currently supervisor of guidance and research of the San Bernardino City Schools. Edward C. Roeber, who reviews Loughary, has had a similar history except that his experience as teacher and counselor in the secondary schools has come after receiving his PhD, which he did in 1942 at Northwestern. He has taught courses in education at Hamline, at Kansas State Teachers College, and at the University of Missouri. He is now Professor of Education at the University of Michigan. In 1961 he served as president of the American Personnel and Guidance Association.*

—F. H. S.

ALTHOUGH this book has some commendable features, it falls short of the target suggested by the title, a frame of reference for school counselors. The rationale, adapted from E. Lakin Phillips' *Psychotherapy, A Modern Theory and Practice,* has been treated in twelve pages. A frame of reference which uses concepts, such as interference theory, conflict, tension, assertion, disconfirmation, and redundancy, needs further illumination. Furthermore, there are no research citations to substantiate either Phillips' interference theory or Loughary's adaptations of that theory. Most of the book attempts to show applications of the theory to counseling practices, applications which could also be common to any number of theories.

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*By DAVID KRECH, RICHARD S. CRUTCHFIELD, and EGERTON L. BALLACHEY, all of University of California, Berkeley. Available now.*

The purpose of this book is to organize fact and theories from general psychology, personality psychology, social psychology, anthropology and sociology, showing the interrelationships which exist among these areas. The four main study areas are: basic psychological factors; attitudes; social and cultural habitat of man; group and organizational behavior. A complete revision of Krech and Crutchfield's THEORY AND PROBLEMS OF SOCIAL PSYCHOLOGY.

## ☐ CONTROL OF THE MIND: MAN AND CIVILIZATION

*Edited by SEYMOUR M. FARBER and ROGER H. L. WILSON, both of University of California Medical Center, San Francisco. 356 pages, $6.50 (cloth); $2.95 (paper).*

A symposium consisting of 26 eminent men in various areas met under the auspices of the San Francisco Medical Center of the University of California and Continuing Education in Medicine and the Health Sciences. These men combined their knowledge, training and experience in an investigation of the factors in the control of the mind and how they interact with one another. This text is that symposium and presents the ideas of outstanding men in the fields of science, psychology, sociology, history, religion, mass communication and political science. Contributors include Alexander Simon, Donald O. Hebb, James Miller.

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*Send for copies on approval*

**McGraw-Hill Book Company, Inc.** **330 W. 42nd St., New York 36, N. Y.**

Loughary's chief concern is the lack of counseling theory for short-term counseling with high school students who have problems. He obviously feels that Phillips' theories provide "a more economical and scientifically tenable set of constructs" (p. 21). Why must counselors always turn to psychotherapy for their rationale? It is difficult to see where Loughary's frame of reference provides any more *economy* or *scientifically* determined constructs than other books in the field. His thesis that counseling has to be oriented toward students with problems ignores any recognition of developmental counseling. His rationale does not recognize the supportive effect on any adolescent, with a problem or without one, of an interested, accepting adult.

The work has several commendable features, such as a heavy emphasis upon the counselor's primary function as counseling, a discussion of counseling semantics, a differentiation between a counselor's counseling and noncounseling functions, and a chapter on practical research problems. If Loughary had only followed his own advice with respect to research and provided some support for his frame of reference, the book would make an even greater contribution to the counselor's professional literature. As it stands, it reads well and provides a framework for discussion, if not for adoption.

# The Art of Efficient Decision

**Robert R. Blake** and **Jane S. Mouton**

***Group Dynamics: Key to Decision Making.*** Houston, Texas: Gulf Publishing Company. Pp. x + 120. $3.50.

*Reviewed by* O. J. Harvey

*Robert Blake and Jane Mouton are both Texas-trained and Texas-based social psychologists. Dr. Blake took a clinical doctorate at Texas and shortly thereafter spent a year in England and another at Harvard. These meanderings obviously convinced him that there was no place like Texas and no field of psychology like social. So, as a converted social psychologist, he returned to Texas where he has been ever since. At least he has been at Texas and in Texas except for his very frequent excursions off campus and into the inner workings of industry. Jane Mouton, one of Blake's students at Texas, received her PhD degree in the late fifties and, like Blake, returned to Texas as a social psychologist after one or two brief excursions into the outer world. She and Dr. Blake collaborate in the operation of the Human Relations Training Laboratory, in a variety of research operations, and in the conduct of both the graduate and undergraduate programs in social psychology at the University. Dr. O. J. Harvey received a PhD degree at the University of Oklahoma and after a postdoctoral year as an SSRC Fellow at the Yale Attitude Change Project, went for a while to Vanderbilt University and then on to the University of Colorado, where he is now located. He too is interested in group relations and group process but also has continued his research concern with communication and attitude change.*

—F. H. S.

How to increase the efficiency of decision making within industrial organizations is the central question of this book. Its solution, the authors feel, rests with each manager. Hence it is to the manager that this work is heavily addressed, offering him a kind of how-to-do-it course in enlisting the cooperation of subordinates. Consequently no references to related work are cited and the only statistics presented are descriptive. Yet the observations and empirical results contained in this book provide clear hypotheses concerning human interaction outside the industrial context as well as within it. The following non-evaluative paragraphs convey something of the content and flavor of the book.

The success or failure of the manager in increasing decision efficiency rests heavily on his engendering the feeling of *participation* among subordinates and creating an atmosphere in which genuine *communication*, the veridicial transmission of feeling and intent as well as mere words, takes place. While the necessary ideas are as available as the nearest university library, their proper usage by the manager does not follow as easily. To be a successful "human scientist of management" he must gain a first-hand knowledge of human relations principles, which the authors feel can best be accomplished in an applied group dynamics laboratory where representative issues and techniques of decision making in the work-a-day world are examined under simulated conditions.

Rather detailed descriptions of the concrete steps involved in setting up such a laboratory as well as the effects of such factors as distribution of power in decision making, intergroup competition, and group victory and defeat are presented. Three basic conditions are simulated through the manipulation of power: authority-obedience, in which the power of decision is vested exclusively in the manager; the reverse condition, in which the manager is completely dependent on his subordinate (s); and the situation in which the distribution of power between the manager and subordinates is 50-50. Following interaction under the different conditions, both supervisors and subordinates described their reactions by the use of specially designed scales.

The greater the personal power, the greater one's feelings of satisfaction, although the authors indicate that the 50-50 condition provides the most effective balance. The feeling of responsibility also peaks in the condition of equal power, with this feeling decreasing for both when the power balance departs from equality, but decreasing more rapidly for the one suffering the loss of power. Further, under the authority-obedience set-up the supervisor's

feeling of responsibility for getting the subordinate to change his mind increases, while at the same time the subordinate feels no responsibility in making up his own mind.

Intergroup competition, in line with the findings of others, results in a heightened tendency of group members to exaggerate the accomplishments of their own group while failing to note equal accomplishments of the competing groups. Additionally, when acting as an emissary of their group to work out agreement with a representative of a competing group concerning the relative merits of the problem solutions of the two groups, almost all participants are found to favor their own group, meeting typically with a hero's reception when they gain credits for their group and with a treatment accorded to traitors when they concede points to the opposition. Several other findings of import to social psychology are offered in this concise little book.

## Essayist at Work

**Hirsch Lazaar Silverman**

***Psychology and Education: Selected Essays.*** New York: Philosophical Library, 1961. Pp. xvii + 169. $3.75.

*Reviewed by* JOHN CURTIS GOWAN

*The author, both before and after receiving his PhD at Yeshiva University has had varied experience in secondary education, in public service, in the military, and in college teaching. He now serves as Chairman of the Department of Education and School Psychology of the Graduate School of Education at Yeshiva University. His earlier books include* Random Thoughts, In Abysm of Time, *and* In the Image of Freedom. *Dr. John Curtis Gowan, the reviewer, labored for some years in secondary education in New Hampshire and then in Indiana before his EdD at Harvard. Then he went to San Fernando Valley State College in California where he is now serving as chairman of the guidance area. His interests run to gifted children, to problems of measurement and to the training of counselors. He expresses the hope that his longstanding suspicion of sentiment in psychology does not show itself improperly in the present review.*

—F. H. S.

THIS volume represents a collection of ten essays reprinted for the diamond jubilee of the author's alma mater and present patron—Yeshiva University. The articles, originally published in various psychological journals during the past decade constitute in sum an enlightening and scholarly explication of the relationship between philosophical values and the more practical aspects of psychology—such as discipline, delinquency and democracy in education.

Dr. Silverman (who reminds one of William James) reveals himself as a scholarly and facile writer whose work is suffused with positive religious values. He is at his best (as was James) as an *explainer,* at which he is lucid, concise and helpful, the article on Harry Stack Sullivan being a good example. He is at his worst when his "religion of healthy-mindedness" does not permit him to understand what he is trying to explain—as in the case of his essay on existentialism, which is merely a diatribe. The longest and most ambitious essay in the book is a critique of Plato's philosophy which in its scholarship and general approach reminds one strangely enough of Thomist writings.

The flavor of the volume is well conveyed by its first sentence: "Without democratic freedom no search for truth is possible, no truth is even useful; and men and nations are then without justice, ethics and religion." The sentiment is sublime, but the last three nouns invite captious critics to wonder about the empires of Augustus, Asoka, and Abu Bekr. In summary, one finds in the essays a maturity of morals and religious value characteristic of a wise and persuasive teacher. This is not a book of new departures, but a restatement of the wisdom and scholarship of the past as it applies to modern times.

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## Sequel to Freud?

**Walter Toman**

***An Introduction to Psychoanalytic Theory of Motivation.*** New York: Pergamon Press, 1960. Pp. x + 355. $9.00.

*Reviewed by* MORTIMER H. APPLEY

*Walter Toman was trained in the theory and practice of psychoanalysis at the Vienna Institute of Psychoanalysis, and studied general psychology, child psychology, and the philosophy of science at the University of Vienna. He has written two books in psychology,* Einführung in die Moderne Psychologie, Dynamik der Motive, *has published three books of short stories, one short novel, and a book of poetry. As a teacher he has served at the University of Vienna, at Harvard and is now on the staff of Brandeis University. The reviewer is Mortimer H. Appley (formerly Applezweig) who received his doctorate at Michigan. During World War II he served as a specialist in radio research, as an aviation psychologist and as a clinical psychologist in the Air Force. He did postwar teaching at the University of Denver, at Michigan, at Wesleyan, and at Connecticut College. In 1960 he moved to Carbondale, Illinois, where he is Professor and Chairman of the Department of Psychology at Southern Illinois University. He has taught courses in motivation for the last ten years, has just completed a chapter on psychoanalytic motivation for a forth-coming book on* Theories of Motivation *to be brought out, in collaboration with Charles N. Cofer, next year. As a psychologist, he has published in psychoendocrinology, learning theory, motivation and stress.*

—F. H. S.

READING or "listening to" this book, one is clearly reminded of Freud's literary style. With rhetorical questions, anticipations of objections and an "humble arrogance," Toman, like Freud, attempts to cajole and argue the reader

into acceptance of the logic of what is being propounded.

This is, nevertheless, an interesting book. It seeks to explain and to further psychoanalytic motivation theory with a simplicity and directness sharply in contrast to such other current psychoanalytic writers as Rapaport, who addresses a more sophisticated audience.

Impulses, needs, motives, wishes, strivings, plans, and even instincts, are subsumed by Toman under the term *desires*. He chooses this appellation for all psychological forces because it implies, "full and active experience," and, in their development at least, conscious form. Following Freud's usage, personality is a system of desires, subdivided into lesser systems of desires—id, ego, superego. These systems of forces develop through learning (cathexes and counter-cathexes) on the basis of satisfaction experiences (reinforcement). Desires combine with experience to produce derivative desires, and these are automatically formed into substitution (generalization?) continua with growth and experience.

Toman treats anxiety development and the defense mechanisms as a logical derivative of counter-cathexis formation. He likewise "handles" aggression as a natural outgrowth of development, rejecting any need for the cumbersome concept of a death instinct.

Provocative is the author's attempt to conceive of psychic energy, or libido, quantitatively. Considering the central significance of this concept to psychoanalytic theory and its traditional vagueness, this is a courageous venture. Aware of the difficulties in applying his formula to any individual case, he nevertheless makes a valuable beginning on an extremely difficult problem. He suggests two constants: *C*, the "quantity of libido given with an individual, or his inherited rate of cathexis . . . something like the 'free energy portion' of a person"; and *K*, "something like the overall degree of opportunity to satisfy one's own desires" (p. 100). In the process of elaborating various possible relationships between *C* and *K*, he accounts for phenomena usually treated under such varied headings as intelligence, temperament, frustration tolerance, individual differences, anxiety and stress. He can derive an individual's state of maturity, as a function of either *C* or *K* (they are closely inter-related), and can account for such apparently disparate facts as that intelligent persons make better analysands, different stress thresholds exist in different people, and, most potentially significant to his objectives (in light of such criticisms of psychoanalytic theory as those of Maslow), creativity. In Toman's words,

> " . . . the concept of *K*—as well as that of libido, or *C* . . . shows how man's ceaseless travel to ever new lands of experience and endeavor does not have to be a theoretical postulate itself, produced from nowhere or, at best, from plain description. It derives by necessity from metaphysically uninvolved technical assumptions" (p. 103).

Toman offers a detailed discussion of the developmental stages, showing the necessity of sequential developments of cathexes and counter-cathexes, thus the intimate connection between developmental stages and personality (desire system) formation. In "The Theory at Work" he offers still another quantitative prediction—of adjustment in marriage as a function of sibling relationships and age of marriage partners. Here, as elsewhere, he programs the possibilities of empirical verification of psychoanalytic hypotheses.

An unfortunate limitation of this book, from our view, is that it is written almost entirely "within" psychoanalysis. Many opportunities for useful discussion of parallel concepts in learning theory, personality or social psychological literature are ignored. Toman's new ideas might have been more broadly defined and more firmly launched had he taken the trouble to relate them to the mainstream of American psychological thinking. The publisher cites "common sense" as one anchor for this work—"common psychology" might well have been another.

A second shortcoming is the discrepancy between the sophistication of the concepts introduced and the naiveté (and disturbing profusion) of the examples used. These may be clarifying for the lay reader, but they rather severely impede the flow of ideas. The generally condescending tone of the writing, the limited use of references (even within psychoanalysis), and the failure to distinguish his own explanations from Freud's, annoyed this reader and will detract from the book's usefulness. By the same token, the tedious type style and monotonous layout of this Pergamon Press book—including too few paragraph breaks, no sub-heads to break up the continuous text, and no chapter numbers or other clues to location—made for difficult reading. That one continues to read despite these handicaps is a compliment to the author.

# A Therapeutic Log

**Melanie Klein**

***Narrative of a Child Analysis.*** New York: Basic Books, 1961. Pp. 496. $10.00.

*Reviewed by* Lucy Rau

*The late Melanie Klein was for many years an eminent figure in psychoanalysis in England. She originally trained with Abraham in Berlin and then moved to England where she was an articulate theorist and pioneer practitioner in the psychoanalytic treatment of children. Lucy Rau obtained her doctorate at the University of California at Berkeley and then moved across the bay to Stanford where, as assistant professor of psychology, she teaches courses in clinical and child psychology and carries out research in identification and other aspects of personality development.*

—F. H. S.

This posthumously published volume is a unique and valuable addition to the literature on child therapy, since it enables us to examine in detail the method of one of the two leading exponents of the psychoanalytic treatment of children. Melanie Klein is well known for her revisions of psychoanalytic theory, particularly her description of the early stages of psycho-sexual development. Her views have proved not so much controversial as unacceptable to most child psychologists, primarily because they ascribe to the very

young infant elaborate aggressive and sexual fantasies which seem implausible in view of our current knowledge of early cognitive development. Evaluations of her method of treatment have inevitably been influenced by reactions to her theoretical concepts, since she interprets freely to her child patients in these terms.

Mrs. Klein's other published works, e.g., the *Psychoanalysis of Children*, contain many examples and general discussions of therapeutic technique. Such brief excerpts, however, inevitably highlight certain features of the approach being presented, particularly those which are idiosyncratic or controversial. It is thus instructive to have the additional context and perspective provided by a complete account of the process of treatment of a particular case. This book is the session-by-session log of the author's treatment of "Richard," a severely neurotic ten-year-old boy. Elucidating comments follow most of the sessions, apparently reconstructed from extensive notes, and there are also photographs of Richard's drawings. The record is thus as complete as possible without mechanical recordings. Richard's brief analysis (93 sessions stretching over four months) was undertaken while both he and his analyst were staying in a Welsh village as refugees from the war-time bombing raids and terminated when she returned to London. In this respect, Mrs. Klein tells us, the case is a rather atypical one although its brevity obviously made it a convenient one to publish. In other respects, however, it is presented as representative of her methods and we are therefore justified in using it in an attempt to evaluate them.

On what basis, then, should this or any other method of child therapy be evaluated? The most obvious question, and the one to which most empirical studies have addressed themselves, is: "Does it work?" Apparently in this case it did. The author tells us that this initially very inhibited boy, who was so frightened of other children that he could not attend school, improved sufficiently to lead a much more normal life. However, these objective changes in behavior and adjustment are mentioned almost incidentally and are clearly far from the main focus of the author's interest. Rather the therapist endeavors to establish a communicative and emotionally significant relationship with the child in order to modify his *experience* of himself and the world around him. Hopefully, this will result in an amelioration of symptoms and other behavior changes, but these are second-order objectives. If one evaluates the effectiveness of the therapist in these terms, then it is clear that Melanie Klein was brilliantly successful. One cannot fail to be impresed by her sensitivity to the shifting moods of her young patient and her empathic understanding of his conflictual struggles. Clearly the relationship established between them was a meaningful and deeply communicative one.

Is this relationship, then, and the "corrective emotional experience" it provides the real therapeutic agent? Or does the interpretive activity of the therapist have the crucial function she herself assigns to it? This is a much more difficult question to assess. It seems obvious, however, that if one is to communicate about emotional experiences, one must have a language with which to do so. One function the interpretation serves is simply this: to teach the child a rather striking set of symbols by means of which he and the analyst can label and converse about what would otherwise be essentially private and even unverbalized attitudes and feelings. Once this means of communication is established, the child comes to experience his actions and fantasies as understood and therefore as understandable, and this brings relief. There are many examples of this function of interpretation throughout the book, of which the following may serve as an illustration: Richard has been talking of his concern about the war situation.

> He expressed his admiration for Churchill who had helped Britain through, and spoke about him at great length. Mrs. K. interrupted that Churchill and Britain represented another aspect of the parent; the good Daddy who protected Mummy, the wonderful parents more admired than the real ones (Richard agreed to this), while Germany and Hitler stood for the bad parents when they were angry with him (splitting of both parents into good and bad, and projection). Richard seemed deeply interested in this interpretation. He remained silent evidently thinking about it. His gratification over this new insight was very striking. Then he commented on how difficult it was with so many kinds of parents in his mind.

The child has been given a means of symbolizing his conflicting feelings about his parents.

One may next raise the question whether the particular set of symbols the analyst uses, and hence the content of the theory on which they are based, makes any difference. The reviewer would like to suggest the hypothesis that the fact that the analyst interprets the child's fantasies or drawings as a reflection of his relation to the mother's breast or the father's penis is more or less irrelevant, except in so far as these terms are convenient symbols for certain crucial emotional experiences or attitudes. Unfortunately, the psychoanalytic literature is rife with the error of the self-fulfilling prophesy. The fact that such associations become more and more prevalent in the patient's subsequent productions is taken as evidence of the correctness of the interpretation. The research on verbal reinforcement has by now rather thoroughly punctured this assumption. It seems worthwhile, however, to distinguish between the aspects of the Kleinian theory which refer to the specific content of infantile fantasies, and on the other hand the explication of dynamic processes. The author's other works provide many brilliant insights into modes of conflict resolution, particularly those characteristic of the very young or the very regressed. In this volume we can see how these insights are applied in the therapeutic process. Further consideration of this aspect of Melanie Klein's work should prove very profitable not only to practitioners of the art of psychotherapy but also to researchers in the field of personality development.

# Psychological Theory: Flight or Light

**Robert A. Patton (Ed.)**

***Current Trends in Psychological Theory.*** Pittsburgh: University of Pittsburgh Press, 1961. Pp. ix + 229. $6.00.

*Reviewed by* MELVIN H. MARX

*Robert Patton, the editor of* Current Trends, *took his PhD at the University of Pittsburgh and after some wandering, returned home to become professor and chairman of the psychology department. He is known for his work in brain function, animal learning, and experimental psychopathology. The contributors to the volume are too numerous to mention, but their names, all familiar, are given in the review. The reviewer, Melvin Marx, is also well known but because reviewing involves what goes into and comes out of one nervous system, there is point in reviewing at least briefly some of the context in which this particular nervous system exists.* CP *knows Melvin Marx best as a wise, willing, prompt, good humored, and literate consultant. But he does a few other things also. His research over the past eighteen years has focused on animal learning and motivation. In 1951 he edited the volume* Psychological Theory *and is now working on a revision. He is also now completing, after five years of effort, his work on a book on* Systems and Theories in Psychology *to be published soon by McGraw-Hill and in collaboration with W. A. Hillix. For several years he has been a consulting editor to* JCPP, *to* Psychological Reports, *and is now serving as an associate editor of* Psychological Abstracts. *His home base for this imposing array of activities is the Department of Psychology at the University of Missouri.*

—F. H. S.

THIS small volume is the tenth in the University of Pittsburgh series *Current Trends in Psychology*. As was characteristic of earlier volumes, it contains some real gems but is marked by an extreme imbalance of goal as well as content in the various contributions.

An idea of the content of the present volume may be gleaned in the context of a brief description of the most generally interesting and provocative chapter, B. F. Skinner's "Flight from the Laboratory." Here is Skinner at his methodological best—whether or not one agrees with all or even any of his major theses.

The flight from the laboratory that Skinner decries has been, as he sees it, to four major temptations: (1) to real men—and the services that they demand; (2) to mathematical models—and the resulting neglect of direct observation of behavior; (3) to the inner man—with behavioral events "seen through a gastric fistula" (p. 64); and (4) to "laymanship"—and a surrender to the age-old doctrines of "common sense" and accounts in "the vernacular."

All of the other papers, except perhaps Wayne Dennis' short introductory piece on publication rates of psychologists, may be classified as one kind or another of these "flights." Lowell Kelly's paper on the postwar decade of clinical psychology and O. H. Mowrer's paper on guilt and expiation definitely belong to the realm of the "real men," as does probably also, from Skinner's point of view, Dorwin Cartwright's review of a decade of social psychology. W. K. Estes' treatment of mathematical models in learning theory and Allen Newell and Herbert Simon's exposition of the computer model for thinking obviously represent the model-building flight. And four papers deal directly with problems of the "inner man." Three of these are concerned with relating behavior to physiology—which Skinner recognizes as of great importance but simply separate from behavior analysis per se. Alan Fisher's account of neurobiochemical researches, a paper by Mark Rosenzweig, David Krech, and Edward Bennett on brain biochemistry and learning, and Peter Milner's plea for a more direct application of physiological research to learning theory. Howard Kendler's treatment of thinking from an inner-mediational standpoint would also qualify in this general category.

Certain special merits in the various papers should be mentioned. Estes' treatment impressed this reviewer as by far the clearest exposition of its kind that has yet appeared in print and certainly states a strong case for the value of mathematical models in the field of learning theory. As a simplified yet sophisticated explanation it should be read by every graduate student and professional psychologist who feels the need to clarify his own thinking on this active current issue.

The paper by Rosenzweig et al is likewise a clear and strong statement, this one treating the value of the relationship of brain biochemistry to behavioral data. The scope of the paper is remarkably broad, but the treatment is marred somewhat by an awkward presentation of data.

Cartwright's overview of the recent development of social psychology provides an excellent orientation. Fisher and Milner each present interesting and important, although rather specialized, new approaches to the physiologizing of behavior. And Kendler's paper nicely complements that of Newell and Simon in the area of thinking.

EVALUATED from a somewhat broader perspective, this series itself represents a "current trend" that we shall almost certainly see increase in size, scope, and significance. There assuredly will be more and more collections or compilations of sets of papers, often originally presented as lectures and too often put

BOOKS

## PSYCHOLOGICAL STATISTICS

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*By* QUINN MCNEMAR, *Stanford University*

A new edition of a text that is well-known for its concise, integrated presentation of the most frequently used statistical techniques in the behavioral sciences. The book has been expanded to include new material on such topics as regression analysis, nonparametric methods, and trend analysis. Greater stress is placed on errors of measurement and their effects on statistical analysis, and notation has been improved throughout the book. The problem material has also been substantially expanded. As in previous editions, the author's aim is to develop a thorough understanding of the logic, assumptions, and limitations of statistical methodology.

*1962. Approx. 450 pages. $7.75.*

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*1962. Approx. 452 pages. Prob. $7.95.*

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*1962. Approx. 496 pages. Prob. $12.00.*

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into print with no more than a cursory effort at editorial coordinations.

A central problem of such collections is to justify joint publication rather than separate publication as individual papers in journals. Unhappily, there is little in the present volume to justify joint publication. Any kind of integrating organization, much less comment, is missing. Even the stated general objective of the editor—"to represent four areas of psychology, physiological, learning, thinking and problem solving, and personality" (p. ix)—is inadequately realized. Physiological theory is represented by three papers, and thinking by two. But learning and personality are represented each by one other paper; and the remaining four chapters are rather definitely on other topics (general, social, clinical, and experimental psychology).

This gross defect is all the more unfortunate because there is, in the papers presented, a great deal of grist for an active mill. For example, Kendler's paper on thinking includes a most enthusiastic espousal of an S-R "mediation-hypothesis," while Newell and Simon dismiss this concept on the usual critical grounds of "vagueness"; on the other hand, Kendler is sharply critical of the computer approach, which Newell and Simon have themselves developed. The volume makes no mention of any light thrown on such salient issues by post-lecture comments and discussions.

Apart from the chronic problem of organization and editorial or other integration of such separate papers as these, there is also the question of consistency or balance in the contents and objectives, if not the style and format, of the individual papers. In the present volume some of these dimensions are acutely out of balance, as suggested above.

The present reviewer wishes to close with the plea that editorial or planning boards, and future editors of such collections, attempt, as far as is practically possible, to balance the contributions as well as organize and integrate them. Obviously, these objectives will run into all sorts of practical problems. But one is certainly tempted to conclude that joint publication of separates is unjustified unless some serious attempt is made along these general lines, and some success is achieved. Publication space may not be at the same premium in books as it is in professional journals, but can we continue to afford the luxury of such isolated togetherness as is illustrated in the present work? Surely a relatively small additional effort expended in editorial planning and supplementation will be fully repaid in vastly increased usefulness—and may even be commercially advantageous as well.

# A Beautiful Hypothalamus

**Ruth Bleier**

***The Hypothalamus of the Cat: A Cytoarchitectonic Atlas in the Horsley-Clarke Co-ordinate System.*** Baltimore: Johns Hopkins Press, 1961. Pp. x + 109. $15.00.

*Reviewed by* IRVING T. DIAMOND

*Ruth Bleier, a physician, is a Fellow in Neurological Sciences in the Neurology Laboratory of the Phipps Psychiatric Clinic of Johns Hopkins Hospital. The reviewer, Irving T. Diamond, received his PhD degree in biologically oriented psychology at the University of Chicago and then stayed at Chicago for ten years where he taught courses not only in psychology but also in biology and in genetics. His chief interest has been centered in the sensory neocortex; his work, particularly as it shows a relation between cortical lesions and retrograde degeneration in the thalamus, has led to an interest in cytoarchitectonic distinctions of the kind dealt with in the present volume. His study of thalamocortical connections has recently led to an intensive investigation of the thalamus of the opossum. He has recently written, with K. L. Chow, a paper on* Biological Psychology, *soon to appear in Vol. 4 of Koch's* Psychology: Study of a Science.

—F. H. S.

THE *Hypothalamus of the Cat* is a meticulous and scholarly analysis of the hypothalamus. The fruit of careful taxonomy is contained in a series of photomicrographs of sections through the diencephalon in frontal, sagittal, and horizontal planes. The plates are large (9⅜" x 8") and technically beautiful. So faithful is the reproduction of detail that subtle differences between regions, e.g., slight differences in cell size and density, can easily be seen.

Each plate is accompanied by a brief descriptive text of the sort found in the atlas of Winkler and Potter. A key to the abbreviations used in the plates and text appears below every plate, eliminating the need for constantly turning pages back and forth.

The vertical and horizontal dimensions of every plate are marked off in millimeter steps with reference to the zero planes of the Horsley-Clarke stereotaxic apparatus. While the central purpose of the atlas is not restricted to the location of structures in Horsley-Clarke co-ordinates, it is recognized that the major way of reaching subcortical structures is by means of a stereotaxic instrument. Therefore every care was taken to ensure accurate and reliable co-ordinates. Special precautions were observed in placing the orienting needles, and in sectioning the brain.

The question of how great are the differences between individuals arises whenever neural structures are assigned co-ordinates. A table locating hypothalamic structures in eight cats will very likely receive a good deal of study. It was especially interesting to compare the position of structures in a large and a small animal.

The taxonomy itself precedes the photomicrographs. The hypothalamus is divided into the medial and lateral division and each division is subdivided into regions which in turn are divided into "nuclei" or "areas." A "nucleus" is a discrete cell collection usually with a distinctive cell type, while the cells of an "area" are more loosely grouped. Following the outline of the system of classification, each subdivision is described in cytoarchitectonic terms. The nomenclature primarily follows that of Le Gros Clark, but reference is made to many other workers as well, and dis-

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crepancies in classification are discussed.

We may ask about ways in which the author views the role of cytoarchitectonic analysis. Morphology provides the grammar but does not by itself achieve the end of the study of functional localization. The reader is warned not to assume that cytoarchitectonic subdivisions necessarily have functional significance. The importance of a cytoarchitectonic part may be revealed by experimental studies of anatomical connections. This point is illustrated in the discussion of the mamillary complex where recent studies of the fornix and mamillothalamic tract are reviewed.

A final solution to the question of the significance of anatomical subdivisions rests on behavioral studies employing the methods of ablation, and electrical stimulation and recording. In a separate section the classical experiments of Bard, Hess, Ranson, and others are reviewed. It is implicit that future studies of this type should rest on a sound anatomical foundation. This atlas makes a significant contribution toward this end.

# Monkey Business in Russia

**I. A. Utkin (Ed.)**

***Theoretical and Practical Problems of Medicine and Biology in Experiments on Monkeys.*** New York: Pergamon Press, 1960. Pp. vii + 276. $9.00.

*Reviewed by* BERNARD WEISS

*I. A. Utkin is a member of the USSR Academy of Medical Sciences and former director of the Sukhumi Medico-Biological Station. The reviewer is Bernard Weiss, now at the Johns Hopkins Medical School. He received his doctorate at Rochester on the basis of a dissertation on proprioception. He reports that his interests and approaches to behavior have been shaped by Fred Skinner but that he nevertheless maintains an interest in events on the inside of the skin. Since his Rochester days most of his work has been in psychopharmacology and in thermoregulatory behavior.*

—F. H. S.

AMERICAN behavioral scientists now accord considerable attention to Russian work, a trend facilitated by the continually increasing numbers of books and journals available in translation. Apparently, however, scientific chauvinism has yet to be exorcised by our Russian colleagues—or so it would appear from this book, a collection of papers from the primate station at Sukhumi. The volume is meant not as a handbook but as a means of acquainting other scientists with the work of the Sukhumi laboratories. Incidentally, a primate handbook is available—T. C. Ruch's *Diseases of Laboratory Primates*—and a succeeding volume is promised, entitled *The Laboratory Primate,* which presumably will include a section on behavior. About a third of the papers in the Soviet collection deal with what the Russians call "higher nervous activity." The rest deal with various facets of disease.

Most of the articles on behavior concern experiments on conditioned motor reflexes and encompass a broad range of problems. The emphasis is not on the investigation or extension of the principles of behavior but, instead, on the description of primate behavior in the context of Pavlovian theory and technique. Some of the specific problems investigated are: optimal methods in working with primates; the effects of variation in the duration of conditioned stimuli and in the intervals between signals; the development of discriminations; delay of reinforcement; differences among "types" of animals; and others.

Two aspects of these papers are perhaps more interesting than the data themselves. One concerns the incidental observations. For example, Norkina reports that when monkeys accustomed to living together are separated, the separation brings on a prolonged restlessness. To avoid such behavior when experiments must be performed in isolated chambers, a "companion" monkey is often placed in a small auxiliary cage. She also reports that new inmates or new attendants in the living quarters often disturb the behavior of the monkeys in the experimental situation. Incidentally, she also states that monkeys are apt to fail to perform as usual when visitors come by—a difficulty that cuts across national boundaries.

The other aspect of interest is the number of problems dealt with that already have been considered by American psychologists but to which no references are made. For example, the purpose of one training procedure was to get a monkey to press a lever once when a signal came on, the press delivering food. When signals come one minute apart, say, the monkey tends to press the lever between signals. This "undesirable complication" is, of course, behavior under the control of a fixed-interval reinforcement schedule. There is no reference to any American work on this topic.

This is somewhat surprising in view of the purported availability of translated Western work in the USSR and the relatively high proportion of Soviet scientists who read English. It is also surprising in view of the familiarity of visiting Russian pharmacologists, physiologists, and physicians with American work in their own areas. The references at the end of the chapters reflect this disparity too. None of the six primarily behavioral chapters contain references to any but Russian work. The chapters on disease are supplied with such references.

ONE cannot be certain whether this tendency arises from the socio-political implications of behavioral science or the dominant (and exclusive) position of the Pavlovian doctrine. This reviewer would suspect the latter at least as

much as the former, although the two aspects are difficult to separate. The dominant Pavlovian influence is seen in another way, too—the vocabulary. Where American psychologists would tend to talk in concerete behavioral terms, Russian writers talk in terms of "cortical activity" or "nervous processes." For instance, a monkey that pressed the lever between presentations of the discriminative stimulus was described as having great "mobility of the excitatory process."

Another feature of Russian scientific reporting exemplified in this book is the detailed attention paid to individual subjects. With monkeys, as with dogs, the Russians observe an animal for many years. And, in writing, they tend not only to describe the data individually, but to interpret them in terms of the animal's other behavior. Often, the results resemble a series of case histories. For example, a table giving data about several baboons studied in a series of experiments lists under "general characteristics" the following description of one baboon. "Very mobile; easily excited, shouts often; aggressive but sociable; a leader." In interpreting results, references are often made to these impressions. For instance: "With [baboon] Zloi extinction was very much delayed; this can be explained by the inertness of excitation and by the weakness of his inhibitory process . . ." The same baboon tended to emit lever presses during the three-minute intervals between presentations of the discriminative stimulus. These were attributed to his "usual explosiveness." Thus, inadequacies in behavioral technology get explained away by "personality" differences.

Despite these features, there is no doubt that we can learn a great deal from Russian investigators. We often tend to ignore the individual histories that animals bring to an experiment; we often lose sight of the importance to our experiments of what goes on in the animal quarters; we often neglect the relevance of how an animal responds to the experimental environment exclusive of our more specific manipulations of it. From such a standpoint, this volume offers more than just a compendium of Russian work on primates.

# Industrious Collaborations on Industrial Psychology

**B. von Haller Gilmer and 15 associates**

***Industrial Psychology.*** New York: McGraw-Hill, 1961. Pp. xiv + 513. $7.50.

**Donald A. Laird and Eleanor Laird**

***Practical Business Psychology.*** (3rd ed.) New York: Gregg Publishing Division, McGraw-Hill, 1961. Pp. v + 442. $5.75.

*Reviewed by* H. Weston Clarke, Jr.

*The majority of the collaborators on the first book are psychologists and a sizable number of them are located at the Carnegie Institute of Technology. There is B. von Haller Gilmer, the one with whom all others collaborated, who took his doctorate (with a dissertation on skin sensitivity) with Geldard at Virginia and then graduated or progressed or defected or was seduced into industrial psychology. He is now Chairman of the Psychology Department at Carnegie. Also in psychology and at Carnegie are Gregg, Karn, Morgan and Ramsay. In psychology but not at Carnegie are Crissy, Ferguson, Glaser, Kay, Miller, Krug and Thompson. In economics and at Carnegie are Cyert and Joseph. In education and computation at Carnegie is Hilton. That leaves March who is also at Carnegie and was in political science but who, according to some observers, is being converted to psychology. The principal author of the second book, Donald A. Laird, produced between the years 1923 and 1939 a total of twelve books dealing with psychology. These began with* Applied Psychology for Nurses *and ended with* How to Increase Your Brain Power. *In 1940 he married Eleanor Childs Leonard, county librarian in northern Virginia; since then, the team of Laird and Laird has published fifteen books, beginning with* Psychology of Supervising the Working Woman *in 1942 and running to* Dynamics of Personal Efficiency *in 1961. Donald Laird received his PhD from Iowa in 1923, spent a year as a research fellow in biological science at Yale and then taught for fifteen years at Colgate University. His career since then has involved much writing and a large variety of consultative functions. H. Weston Clarke, Jr. learned to be an industrial psychologist through studying with Wherry, Burtt, Shartle and Fitts at Ohio State University and is now applying what he learned while learning more in the personnel research section of the American Telephone and Telegraph Co. He spends a major part of his time consulting with companies associated with A. T. & T. His research deals with industrial organization and its change, with career development, and with the evaluation of company-sponsored training programs at colleges and universities. After his adventure with these two books and their authors he very probably would like either to forget* CP *forever or, after a rest, to undertake the relatively simple job of reviewing a small and single book written by one author with monomania.*

—F. H. S.

In the preface to *Industrial Psychology*, Dr. Gilmer states that the book was written to "help the student reach an understanding of life in industry." In attempting to accomplish this purpose, the authors have included chapters describing most of the forces operating in the industrial complex. The

subject matter ranges from a discussion of the needs of the individual worker to a description of the broad environmental conditions within which industry must operate. As a result, some chapters deal directly with areas common to many industrial psychologists and summarize the implications of relevant psychological research. Other chapters are devoted to areas in which most of the work has been done by social scientists other than industrial psychologists. A more appropriate title might have been *Social Science Looks at the Industrial Complex.*

The book represents the efforts of fifteen social scientists who collaborated with the author in the preparation of thirteen of the twenty-one chapters. Dr. Gilmer has achieved uniformity of style and organization by working closely with each contributor in the writing of his chapter. Although the author attempted to insure an even level of difficulty, the chapters covering training, engineering psychology, and newer roles of industrial psychologists have been written at a higher level than the rest of the book.

As a text for courses titled Industrial Psychology, Gilmer's book differs in several respects from standard works such as those by Tiffin, Burtt, or by Ghiselli and Brown. To begin with, the book is much more general than its competitors. The authors emphasize broad concepts and devote little space to methodology or discussion of research. Detailed descriptions and examples of ability, personality, and interest tests, interviewing techniques, and merit-rating procedures, found in comparable texts have been excluded.

One of the three chapters new to an industrial psychology text is Ferguson's chapter on the history of industrial psychology. The material is informative and of interest to the specialist in the field and one looks forward with anticipation to his forthcoming book on this same topic. One wonders, however, at the value of a chapter dealing with men, dates, and details of contractual agreements, etc., for a student taking a first and perhaps last course in industrial psychology.

A second 'new' chapter, "Business Operating Procedures," by Cyert and March is concerned with the *raison d' étre* of the S.O.P.'s of business and the evils and difficulties they present. This is a rather dry presentation and is of little more than marginal interest and value.

The third innovation is the chapter by Gilmer on "Women in Industry." It contains a brief presentation of vital statistics, reasons for past and present status, and hopes for the future of the female worker. As with the chapters on history and business procedures, one wonders if this was necessary.

While the topic of engineering psychology is not new to industrial texts, this general area has received greater coverage in the present work. Gregg's chapter on "Engineering Psychology" and Miller's on "The Newer Roles of the Industrial Psychologist" in research, development, and systems analysis present a concrete and meaningful discussion of a major segment of the work of present-day industrial psychologists. These two chapters give the best coverage of these areas yet seen in an industrial text.

In addition, Glaser's chapter on training and Hilton's on leadership and executive development provide unusually good discussions of these topics.

In spite of the weaknesses noted, the reviewer would recommend the book for undergraduate courses where the primary aim is to give the non-social science student a broad picture of how social science views the industrial complex.

*Practical Business Psychology* by the Lairds will most probably be used in business schools and business training courses. The authors have written a book easily adapted to individual or group study. This has been accomplished through the use of short quizzes before each major section, chapter previews, reviews, and study problems. An effective technique for the presentation of research results is found in the use of the chartoon which is, as the name implies, a chart in cartoon form.

The book covers in four major sections the topics of: "Personal Efficiency," "Human Relations and Morale," "Personality and Emotional Health," and "Personal Leadership and Group Cooperation." Throughout all the chapters, the emphasis is on increasing one's own personal effectiveness in dealing with others in the business setting. Each chapter contains many rules for personal development and success.

Since it is written in a 'popular' style, the book may appear as non-scientific and superficial to the sophisticated psychologist. It is true that there is oversimplification in the presentation of many psychological principles with a resulting loss of precision. However, the book contains many pointers which could be of value to the reader.

While this work would not be appropriate as a college text, it might be useful to the untrained person who wants a highly readable guide to more successful business behavior.

# Organized Parents

**Alfred H. Katz**

***Parents of the Handicapped: Self-Organized Parents' and Relatives' Groups for Treatment of Ill and Handicapped Children.*** Springfield, Illinois: Charles C Thomas, 1961.

*Reviewed by* VIRGINIA AXLINE

*Dr. Alfred H. Katz is a social worker and is head of the Division of Social Welfare in Medicine in the Department of Preventive Medicine and Public Health in the California Medical Center in Los Angeles. Virginia Axline, now a clinical psychologist in private practice, has had extensive experience working with both parents and children and with the kinds of groups dealt with in the Katz book. She has held academic appointments at the University of Chicago, at Columbia and at New York University and is author of the book* Play Therapy.

—F. H. S.

HERE is an interesting presentation of the origin and development of parent group organizations, a presentation that views the movement as a "new social phenomenon." Dr. Katz selected

for his study and analysis four of the most outstanding parent groups. His study is based on interviews with lay leaders, "rank and file" members, professional workers and community planning professionals. He attempts to explain, justify and criticize the organization of these groups in an objective, systematic manner.

The very nature of the organization of this study makes the book seem to be repetitive—partly because there is a similarity in the experiences of the group.

Dr. Katz lists eight theoretical questions about these groups, hoping to throw some light on the organizations as they relate to the social welfare scene.

It seems to this reviewer that Dr. Katz underplayed the motivation and un-met needs of the parents who had not been able to receive the help they needed through existing social agencies and consequently formed their own pressure groups and raised funds to supply more direct services for their handicapped children.

Dr. Katz adequately achieved his objectives in discussing in a comparative manner the parent groups he selected. It would have been of interest if he had included the methods used for fund raising and the manner in which these funds were dispersed and publicly accounted for.

The total of all funds raised by the many parent groups and social welfare groups represents a staggering amount of money each year. Too often a detailed report indicating how the money was spent is unavailable. It seems that the financial problems involved would have merited a prominent place in this study. Competition for the dollar and control over it seems to be a critical problem in the organization and development of these groups.

This book should be enlightening to those readers who are interested in a detailed comparison of parent groups with social welfare groups.

*Stroke a platitude until it purrs like an epigram.*

—Don Marquis

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# The Status of Psychiatric Research

**Henry W. Brosin (Ed.)**

***Lectures on Experimental Psychiatry.*** Pittsburgh, Pa.: University of Pittsburgh Press, 1961. Pp. x + 361. $7.50.

*Reviewed by* C. SHAGASS

*Henry Walter Brosin, editor of the present volume, is a psychoanalytically oriented psychiatrist with a history of prolific publication and a reputation for breadth of outlook. He is Chairman of the Department of Psychiatry at the University of Pittsburgh and Director of the Western Psychiatric Institute. Charles Shagass is Professor of Psychiatry in the College of Medicine of the State University of Iowa. He is an electro-physiologist as well as a psychiatrist and in the past has functioned as an experimental psychologist. Over the past twenty years he has conducted research in psychophysiology with special emphasis on brain function in abnormal behavior.*

—F. H. S.

PSYCHIATRIC research is still in an infant stage of development, but it represents the major hope of the mentally ill. Realistic manpower surveys clearly show that there is no likelihood in the foreseeable future of procuring sufficient professional mental health personnel to apply current treatment methods to those who need them. The methods themselves are largely nonspecific in nature and uncertain in effect. The situation can be altered only by major research breakthroughs, which can lead to more specific techniques of diagnosis, therapy, and prevention. The current status of psychiatric research assumes broad social relevance when considered against this background. This collection of papers from the Pittsburgh Conference on Experimental Psychiatry does a creditable job of describing that status.

The usual criticism of symposium reports, lack of unity in style and content, applies to this volume. The variety of the 17 contributions, however, reflects today's pluralistic approach to the problems in the field. Indeed, the editor informs us that the original plan provided for even broader coverage of disciplines. As it is, most viewpoints of psychiatry are represented, along with experimental psychology, neuroanatomy, neurophysiology, neuropharmacology, cybernetics, and social anthropology. There are discussions of general theoretical and administrative problems and presentations of specific research results; among the latter the papers of Elkes and Marrazzi on psychopharmacology are outstanding reviews.

Among the more theoretically oriented papers there seems to be a recurrent theme, which reflects the desire to achieve a unified theory or an integrated view of behavior. This drive for integration is no doubt engendered by the complexity of the subject matter, which is indicated in the following description of experimental psychiatry offered by Felix: "Experimental work relevant to psychiatry refers to and does include the study of all behavior—normal and abnormal, human and infra-human, behavior extending from the level of the species to molecular and submolecular levels, and the behavior of groups and societies." Birdwhistell's paper on paralanguage testifies to the great difficulties and complexities encountered in just trying to devise a taxonomic schema for one aspect of molar behavior. Consequently, one wonders to what extent it is justifiable to expend effort to achieve a unified view at present. Most probably such effort is necessary, even if it accomplishes no more than a boost in morale for psychiatric investigators.

To this reviewer, a major strength of this volume stems from several excellent expositions of fundamental concepts involved in psychiatric research. Malamud's paper on the concept of dynamics is noteworthy, as well as Benjamin's discussion of "The Innate and Experiential in Child Development." Psychology may have divorced itself from philosophy in the academic table of organization, but it should not erase all memories of the marriage.

Several authors touch upon the problems of recruiting and training research psychiatrists. Ewalt believes that establishment of stable career opportunities will do much toward attracting suitable people into the field. Kubie offers the provocative suggestion, reminiscent of Alexis Carrel's proposal in *Man the Unknown,* that the fully mature investigator should be trained by prohibiting him to do research until he is 45 or 50 years old. Until this time, the subsidized candidate learns to be a clinician, studies basic sciences, and gains control of his neurotic conflicts through personal psychoanalysis and analytic practice. Kubie does not tell us how to select the right candidates for this long-term social investment.

It is impossible to end this review without mentioning McCulloch's paper, "Where is Fancy Bred?" A personal account of a two month European trip, during which he met with a large number of leading contributors to neurophysiology and cybernetics, it conveys an interesting and highly individualistic picture of the aims and achievements in this area.

This volume is definitely worthwhile for all those with a serious interest in psychiatric research.

*Can we be sure . . . that we are seeing the patient as he really is, knowing him in his own reality, or are we seeing merely a projection of our own theories about him?*

—ROLLO MAY

# The General Is Missing

**Robert N. Rapoport,** with the collaboration of **Rhona Rapoport and Irving Rostow**

***Community as Doctor: New Perspective on a Therapeutic Community.*** Springfield, Ill.: Charles C Thomas, 1961. Pp x + 325. $9.75.

*Reviewed by* CARL N. ZIMET

*Robert Rapoport, an anthropologist trained at Harvard, served as field director for Alexander Leighton in the Sterling County Community Study and then went to England for four years to study Maxwell Jones' Social Rehabilitation Unit, described and treated in the present book. He now is a lecturer in social anthropology at Harvard and serves as executive officer of the Harvard Training Program for Social Scientists in Medicine. Rhona Rapoport is his wife and a social psychologist. Irving Rostow is a sociologist, but* CP *has been unable to learn where he is or how he got to be there. Carl N. Zimet, the reviewer, is a clinical psychologist who is now an assistant professor of psychiatry and psychology and is Chief of the Clinical Psychology Service of the Yale University School of Medicine. He received his doctorate at Syracuse and served a postdoctoral internship at Stanford. He came to Yale from a period as clinical psychologist in the Veterans Administration. He now works closely with the Yale Psychiatric Institute, an in-patient service which operates along the lines of a therapeutic community. For three years he has been working on a project concerning the relationships of character structure and group interaction.*

—F. H. S.

*"Everything can be acquired in solitude, except character"*—Stendhal

THE volume of literature on the therapeutic community is rapidly growing; the man identified with it most directly is Maxwell Jones, who pioneered the development of the now famous Social Rehabilitation Unit in England in the 1940's. Jones' book *The Therapeutic Community,* published in 1953, lent considerable impetus to the reaction against the undesirable features of the locked ward and custodial system.

Now, eight years after the first report on the therapeutic community, Robert Rapoport and his collaborators, Rhona Rapoport and Irving Rostow, have published a detailed description and analysis of the Social Rehabilitation Unit from the social science point of view. Rapoport, a social anthropologist from Harvard, spent four years at Jones' unit in Belmont investigating the hospital community, which operates on the idea that socio-environmental influences can bring about changes in the behavioral patterns of individuals.

It must be kept in mind that similarities are minimal between patients in this unit and patients in psychiatric hospitals generally. No acutely disturbed patients are admitted, or kept; only 9% have been diagnosed as psychotic, while 81% fall under the rubric of personality disorder, psychopathic personality or immature ego development. In Rapoport's sample, 30% of the patients were court-referred. These are not, then, in the usual sense hospitalized psychiatric patients, but are primarily people with severe behavioral problems. The operation of the unit, too, diverges sharply from the hierarchical and authoritarian organization prevalent in hospitals today. The four themes that seem to characterize it are "communalism, democratization, permissiveness and reality confrontation."

THE authors do an exceedingly thorough job of discussing the therapeutic and rehabilitative functioning of the unit, roles and role conflicts of the various staff members, patient attitudes and reactions to the unit and the place of the family in the treatment goals. Case material, which is well selected, is brought in to highlight their five-fold classification of dominant behavioral tendencies; it does not take the place of conceptual, analytic and synthetic effort. Much of the writing is vivid and manages to bring the unit to life, so much so that one begins to feel an almost personal acquaintance with the staff and some of its new and disconcerting problems. The physician, for instance, at the pinnacle of the treatment hierarchy, on arriving at the unit suddenly finds himself addressed by his first name and sees that he is expected to renounce his authoritarian position, and along with it the symbols and prerogatives that were both protective and gratifying.

Although the main concern of *Community as Doctor* is the description of this unique unit as a social system, probably the material most frequently quoted from it will be the results of the follow-up study. The authors quite unequivocally express their dissatisfaction with this aspect of the research program. One result, however, is noteworthy: a year after discharge, it appears that the most important determinant of improvement is whether the treatment lasted longer than seven months. There appeared to be no significant difference in percentage of improvement one year later for those hospitalized between two weeks and six months.

Aside from the price of the volume, the only major criticism is its relative lack of commentary on and critical consideration of the ideology, procedures, group beliefs and group myths of the therapeutic community. One continually expects the authors to step back and comment or evaluate, but they rarely do; they seem to find it difficult to abandon the role of the phenomenologist. The reader is stimulated to ask many such questions as: When is a community therapeutic? What makes the difference between a successful therapeutic community and one that fails—is it Maxwell Jones, or is it the unit ideology, or is it some intangible morale factor? What does it

mean to drop individualization in treatment? What does either imposed or offered responsibility mean to the effectiveness of rehabilitation? None of these questions is answered in this book.

This is a limitation; but it is also a tribute to the authors that the reader longs for a broader interpretation, perhaps a general theory of community treatment. Certainly this volume is a significant contribution and perhaps will lead to the establishment of a similar experimental unit in this country, where the more conventional treatment of psychopaths has generally been marked by failure.

# Counsel on Counseling

**Leo Goldman**

***Using Tests in Counseling.*** New York: Appleton-Century-Crofts, 1961. Pp. xx + 434. $7.00.

*Reviewed by* JOHN O. CRITES

*Leo Goldman is Associate Professor of Education at Brooklyn College. Both before and after receiving his Columbia PhD he has had extensive experience in psychometrics and in both the teaching and practice of counseling. The reviewer, John O. Crites, now an Assistant Professor in the psychology department and senior counselor at the University of Iowa, is co-author, with Donald Super, of the revised edition of* Appraising Vocational Fitness. *In addition to his teaching of research on the practice of counseling at the university, he serves as editor of* Counseling News and Views *and as co-editor of* Test Reviews *for the* Journal of Counseling Psychology.

—F. H. S.

As a field of professional and scientific endeavor, counseling psychology has a number of problems of definition and delineation, particularly in relation to clinical and industrial psychology. Many of these difficulties often appear unanalyzable and insolvable when viewed from the perspective of the heterogeneous training and background of individuals in the field, the various settings in which they work, and the diverse interests which they express. Only on the more operational level of what counseling psychologists do is it possible to specify, at least in part, the structural and substantive nature of their common enterprise. It is through detailed descriptions of the major functions performed by the counseling psychologist, as exemplified by Dr. Goldman's book on the use of tests with normal clients, that the professional and scientific differentia of counseling psychology become more concrete and understandable. In his discussions of the principles and procedures involved in the psychometric appraisal of adolescents and young adults, Dr. Goldman makes explicit the competencies and skills required of the counseling psychologist and provides a badly needed text for instruction in them.

The organization of the book follows closely the typical sequence of stages in the process of vocational-educational counseling. The author summarizes and interprets theory and research on the general problems of the purposes of testing, the selection of tests, the analysis and integration of test scores, and the communication of test results to clients and others. Furthermore, he discusses such usually neglected, but nonetheless important, aspects of testing as the values associated with tests in different cultures, the psychology of test-taking, and the complexities and pitfalls of test-scoring. In general, the coverage and organization of the book is comprehensive and logical, the only possible omission being a treatment of how to write test reports for case summaries, clients, and referrals. Throughout the book, the emphasis placed upon different topics, as judged by their relative lengths, is commensurate with their significance: in accordance with expectation, the bulk of the book is devoted to test interpretation and communication.

The orientation assumed by the author with respect to these functions in counseling stems from an application of contemporary decision and information theory to the traditional vocational guidance approach, modified slightly to include pertinent contributions from client-centered therapy. Within this eclectic framework, he sees counseling as primarily concerned with the client's difficulties in occupational selection and educational achievement. The role of the counselor is to use tests to facilitate the client's problem-solving and decision-making processes as they relate to future goals and objectives. Although reasonable in its intent and purpose, this formulation suffers from two conceptual difficulties which limit its usefulness and applicability. First, despite the cogency of the decision model for certain components of vocational-educational counseling, the discussion of the relationship between theory and practice is too general and superficial: the connections are implied and vague rather than explicit and specific. As a result, the analogue has less meaning and significance than its initial presentation promises. Second, the decision model, although appropriate for counseling conceived largely as problem-solving, is too restrictive in scope for counseling designed to further personal development as well. Consequently, acceptance of the author's conceptualization of counseling leaves the counselor with both an inexact and an incomplete theoretical foundation for the various uses and interpretations of tests.

Another formulation, also having shortcomings, pertains to the inductive-deductive process of reasoning pursued by the counselor in drawing conclusions from test data and stating them as predictions of future choice and perform-

ance. Dr. Goldman points out that there are two "bridges," the statistical and the clinical, by which the counselor moves from test results to their interpretation. His explanations of these methods, however, lead to two ambiguities which require clarification. First, he classifies normative data on unselected samples as a statistical bridge, along with regression equations and expectancy tables. Norms derived from samples which are unselected with respect to occupation or college major involve only *one* variable, the test scores, and offer no basis for the prediction of other behaviors. As Dr. Goldman points out, test validity rests upon the demonstration of relationships between predictor *and* criterion variables. Second, and more important, in the exposition on clinical bridges, the author outlines the steps in the process of "nonmechanical" test interpretation but not how to make them. There is no discussion of the rules of logic, particularly as they apply to the formation of hypotheses and the verification of syllogisms, as aids to the counselor in making inferences and predictions from the test data.

These comments highlight the weaknesses of *Using Tests in Counseling* rather than its strengths, which are equally notable but far more numerous. Well-organized, interestingly written, and sound in precept, if not especially in concept, Dr. Goldman's book deserves the counselor's attention and acceptance as an authoritative guide to the appraisal of clients and as a contribution to the distinctive subject-matter of counseling psychology.

*Had the Roman Commonwealth grown to be more tranquil, this inconvenience would have resulted that it must at the same time have become weaker, since the road would have been closed to the greatness to which it came. For in removing the causes of her tumults, Rome must have interfered with the causes of her growth.*

—Niccolo Machiavelli

# Integration or Segregation in Behavior Systems?

**John Frosch and Nathaniel Ross** (Eds.)

***The Annual Survey of Psychoanalysis: A Comprehensive Survey of Current Psychoanalytic Theory and Practice.*** (Volume VI, 1955) New York: International Universities Press, 1961. Pp. xii + 612. $12.00.

*Reviewed by* John G. Martire

*Both editors of the present volume are psychoanalytically oriented psychiatrists. John Frosch is Associate Professor of Psychiatry at New York University College of Medicine, Editor-in-Chief of both the* Journal of the American Psychoanalytic Association *and of* The Annual Survey of Psychoanalysis. *Nathaniel Ross is a practicing and training analyst, and is Associate Clinical Professor of Psychiatry at the Downstate Medical Center of the State University of New York. John G. Martire, the reviewer, is a clinical psychologist with a rich and varied clinical experience, an abiding scholarly interest in psychoanalytic matters, a belief that both experimental and clinical data can contribute to knowledge and an antipathy to compartmentalization. He is now associate professor at Southern Illinois University.*

—F. H. S.

The one apparent unifying factor in this 1955 comprehensive survey of the literature in psychoanalysis is an intense professional—and perhaps personal—interest among the contributors in Freudianism as either a theoretical system, a psychotherapeutic approach, or as a method of investigation. It is clear that the clinical-intuitive method is utilized in almost all cases. Heterogeneity best describes this collection of papers in that the content ranges from instinct theory to ego processes; from the clinical treatment of the child to the problems of the dying patient and from anatomy to psychobiography. No predominant substantive theme is discernable. Rather, it is apparent that the total system continues in a state of flux with the traditional libido concept and the self-other concept of the revisionists existing side by side but in sharp contrast to each other. There are some exciting formulations, e.g. "affect consists of inner kinesthetic perceptions" and yet there is nonsense too: "the eyes-nose-forehead configuration is a key stimulus, phylogenetically derived from the enemy key stimulus for triggering instinctive fear behavior." There is something in this melange for almost any taste and every persuasion.

If enthusiasm is a relevant motive for effective investigation, then it must be anticipated that psychoanalysts will continue to be productive. There is manifest throughout this book a highly laudable spirit of inquiry, an excitement associated with the desire to probe into every conceivable area of human behavior and function. If their goal is to achieve an 'objective' body of knowledge, then these psychoanalysts are productive, albeit on an observational rather than on an experimental basis. While this exploration is done within the Freudian framework, there is evidence of interdisciplinary influence, especially from anthropology and sociology. While psychological fact and concept are only minimally considered, certain common psychological terms such as 'feed-back' and 'information theory' continue to creep into this literature. The overall impression remains, however, that the psychoanalysts know much less about our discipline than we do about theirs.

Fortunately, there is apparent a continuing process of re-evaluation. Criticisms of Freud's viewpoints are discussed again and there seems to be some awareness of the incompleteness of his particular system. The conceptual lag may be seen as the apparent need of some of these investigators to interpret their new data through the somewhat faded rose-colored glasses of the orthodox Freudian system. They are still discussing the advisability of experimental validation of their hypotheses rather than accepting the complementary utilization of both the observational and experimental methods. In their concern with ego processes and reality circumstances, the revisionists would do well to acquaint themselves with the data of learning and conditioning and with the principles of reinforcement and tension reduction.

If indeed the task determines the perception, then it can be understood readily that the psychoanalysts—and psychotherapists in general—need to develop a meaningful therapeutic system which deals with the flesh and blood human being; a human model rather than just an animal or a mathematical model. In all their vagueness and subjectivity, they do so. In Hall and Lindzey's terms (1957) Freud's "picture of man has an essential validity." In his task, the search for a universal behavioral system, the scientist cannot at the present time deal with the functional complexities of the individual. Hopefully, the time will come when psychotherapy is just one application of the broadest knowledge of human behavior. For the moment, there is perhaps some validity in the statement of Hollingshead and Redlich (1958) in their book *Social Class and Mental Illness* to the effect that the orthodox Freudian persuasion is personally appropriate to individuals who tend to be introversive and isolated. On the other hand, psychologists may question whether in their environmental emphasis, they do justice to the problem of man's relationship to himself. It is in this area that the psychoanalysts excel.

This is not the kind of a book which one reads through cover to cover. Instead, it serves best as a reference work for Freudians and for others who are scholars, teachers or clinicians and who believe that the psychoanalysts still have something valuable to say concerning motivation and action. The editors have done a satisfactory job in classifying these papers, e.g. theoretical studies, clinical studies, for more ready reference and in providing short summaries of each section. It is unfortunate that there is only a minimal amount of integration. Had there been a more thorough culling and distillation, communication would have increased inversely to the reduced number of pages.

The researcher will have to glean novel ideas (e.g. "physical pain denotes agreement and mental pain denotes disagreement, between observer and sufferer") from a rehash of traditional ideas. He can obtain data suggesting that: "the effect of long-standing terror, usually deeply repressed, has been underestimated in its potential effect upon the heart." Or he may wish to deal with the behavioral referents associated with the statement: "the ego ideal must develop resources of its own and serve throughout life as a defense against helplessness and injury to self-esteem." The teacher would wish to select from this mass of material the more valuable sections for his students. The psychobiographies, though admittedly speculative and provisional, would provide an excellent method for introducing students to the theory and methodology of psychoanalysis. There is an excellent forty-page summary of Munroe's book *Schools of Psychoanalytic Thought*.

Judging by the summary statements of the editors, only minimal progress was made in the field during 1955 and no startling or profound facts or concepts were contributed to their body of knowledge. A kind of kinship is created between the psychological and the psychoanalytic disciplines when we learn that the latter, too, has problems in the selection of candidates for training. The findings of Holt and Luborsky are reviewed and: "in general, the (psychoanalytic) interviewers were better predictors of administrative ability and diagnostic competence but did not do nearly so well as the psychologists in predicting competence in psychotherapy."

# On Vanquishing Vandalism

**John M. Martin**

***Juvenile Vandalism: A Study of Its Nature and Prevention.*** Springfield, Illinois: Charles C Thomas, 1961 Pp. x + 145. $6.50.

*Reviewed by* Robert D. Wirt

*John M. Martin, presently Associate Professor of Sociology at Fordham University, has worked, studied and written extensively in the field of criminology. Robert D. Wirt, now an old hand at reviewing for* CP, *did his doctoral work with Maud Merrill at Stanford and soon moved into an intricate pattern of activities in Minneapolis. He is now Professor of Psychology, Psychiatry and Child Development at the University of Minnesota, is Consultant to the Minnesota State Prison and is Chairman of the Mayor's Committee on Delinquency Control. His most important publication in the area of delinquency is probably the monograph,* Personality and Environmental Factors in Development of Delinquency (Psychol. Monogr., *1959,* **73,** *Whole No. 485) published collaboratively with Peter Briggs.*

—F. H. S.

Conspicuous destruction has a fascination for most of us. It is surprising, therefore, as Professor Martin points out, that so little research has been directed toward an understanding of juvenile vandalism. Most of what has been written on this subject the author found in the popular press. Some material from these sources is presented in pictures which give the book a somewhat more sensational appearance than this reviewer would have thought tasteful, especially since these are not directly related to the study which occupies the major portion of the book.

It was the author's intent to report an exploratory study of vandalism as a subtype of delinquency. Here he seems to see his efforts as analogous to the isolation of a disease entity in medicine. However, that vandals represent a clearly distinct group among delinquents is not well documented by this research. Descriptively they show slight differences in some demographic characteristics from other delinquents *in New York City.* And they tend more often than other delinquents to commit their crimes in groups.

If one chooses to draw an analogy between physical diseases and behavior disorders—a not uncommon effort—it might be well to remember the major factors involved in the identification of a disease entity. These are symptoms, pathology, etiology, treatment and prognosis. The essence of a disease entity resides not in its symptoms but in the etiologic agent and the resulting pathology. Such pathology may be social and behavioral as it is with delinquents. However, the author traces the etiology of vandalism to the same causes he gives for delinquency in general: the "criminogenic" features of the American culture.

Martin's study begins with an examination of the 34,907 cases reported in New York City in 1955 to have committed acts of delinquency. Of these 7,112 lived in the Bronx. Of these 291 were involved in acts of vandalism and 29 of these vandals were adjudicated delinquent in the Children's Court of New York City. The 291 vandals were compared with other delinquents on a variety of characteristics and the 29 adjudicated delinquent vandals were studied more intensively with a view toward discerning types of vandals and of vandalism. He then comments on some approaches which have been tried in the prevention of delinquency and gives some new recommendations for programs of prevention. These he tries to relate to the types of vandals and vandalism found in his small sample. The reviewer, however, found it difficult to distinguish the ways in which such treatments would be different from those the author proposes for a general reduction of delinquency.

Martin makes a good case for the manner in which he selected his sample from court and police sources. It would be difficult to know how well his data would be confirmed by studies in cities with different ethnic and other characteristics. This research is a noble effort to isolate subtypes of delinquency. For too long too many professional people, and certainly the general public, have thought about delinquents as representing a homogeneous, and sick, segment of the population. There has been an overemphasized tendency, among psychologists at least, to view delinquency as arising from individual psychopathology. Martin rightly emphasizes the enormous influence of our complex and unstable society in promoting social disorders which have a variety of expressions and are committed by a variety of individuals.

# Out, Out Breefe Candle

**Ralph J. Hallman**

***Psychology of Literature: A Study of Alienation and Tragedy.*** New York: Philosophical Library, 1961. Pp. 262. $4.75.

*Reviewed by* HAROLD G. MCCURDY

*Ralph J. Hallman, who is Chairman of the Social Science Department at Pasadena City College, received his academic training at Rice Institute (now Rice University) where he studied aesthetics, philosophy and literature. He has recently become interested in psychoanalysis, particularly as it bears on the study of art materials, and in Hindu aesthetic theory. Harold G. McCurdy, Professor of Psychology at the University of North Carolina, is a delightfully modest and remarkably versatile individual who has taught biology as well as psychology, has published both experimental and theoretical papers in psychology, has produced one book of poetry and another on the personality of Shakespeare, and has completed a book on personality,* The Personal World, *published in 1961 by Harcourt, Brace and World and soon to be reviewed in* CP. *He is interested in imagination in art and literature but is not particularly fascinated by Hindu aesthetic theory.*
—F. H. S.

THE curse of Adam, as Hallman reads the story, is that he "paid the price of death for an increase in intelligence." Adam is the first of the Culture Heroes. Culture Heroes all down the line, according to Hallman's formula, are rebels, breaking with their Father's world, committing incest, murder, and idolatry; and by this road coming to utter futility, alienated from life and unable to expect renewal in death. Examples, among others, are Lear, Hamlet, Macbeth, Job, Pentheus, Kirillov, Raskolnikov, the Karamazovs, Captain Ahab, Tammuz, Adonis, the Devil, Willy Loman, and Jesus Christ. Since incest, murder, and idolatry are required for the certification of Culture Heroes, we should probably not be shocked to learn that Jesus Christ, whatever the historical records may say, renewed himself and the universe by returning to his mother and fecundating her.

Hallman is Chairman of the Social Science Department at Pasadena City College in California, but he does not put much stock in rational science. "Knowing fragmentizes," he writes. It breaks up the unity of the Dionysian Thanatos inside every man, and so "endangers death," creates its own deadly world of contraries, and casts man out of Paradise. Intelligence, language, and work complete our desiccation and ruin.

Here the reviewer must confess to two prejudices which alienate him—not from life and death, but from the author—fellow sufferers though we are. One is a petty annoyance at finding Dionysus consistently spelled wrongly "Dionysius." (Should scholars quarrel over an iota?) The other is a profound revulsion from psychoanalytic solipsism, or whatever it is that persuades Hallman to rewrite Genesis thus: "In the beginning the earth was without form and void, and darkness was on the face of the deep. Then occurs man's first intellectual act—and his first creative

act: he divided the world into light and dark."

A somber rhetoric keeps time with the death march of Hallman's thoughts, which though derivative (Nietzsche, Freud, Jung, Zen) are authentically despairing, pointing toward chaos, in which God cannot be distinguished from man, nor light from dark.

# For Poor Readers

**Albert J. Harris**

***How To Increase Reading Ability.*** New York: Longman's, Green and Co., 1961. Pp. xxi + 624. $6.00.

*Reviewed by* GABRIEL M. DELLA-PIANA

*Albert J. Harris is Professor of Education and Director of the Educational Clinic at Queens College. He is a former president of The International Reading Association and in 1961 assumed the presidency of APA's Division of Educational Psychology. The reviewer, Dr. Gabriel Della-Piana is Assistant Professor of Educational Psychology at the University of Utah, where he serves as Coordinator of Reading Services, teaches graduate courses on the diagnosis and treatment of reading difficulties and conducts research on programed learning.*

—F. H. S.

IN his preface, Harris tells us that he has worked for breadth, balance and practicality. Probably no current reading text has achieved all three as well, even in its earlier editions.

This revision updates the practicality with such additions as the following: mention of newly available diagnostic devices (eye-movement camera, p. 511, auditory discrimination test, p. 230), case illustration of a method for improving rate using machine practice combined with other activities (p. 535f) and a thoroughly revised graded list of books for regular and retarded readers (p. 594f).

The balanced, open minded viewpoint of earlier editions has also been maintained through presentation of data or claims for opposing points of view, such as on reading rate (footnote p. 510) and teaching beginning reading (p. 80f).

Harris claims a usefulness for this book as an introductory and advanced text and as a desk reference for teachers and clinicians (p. ix). A book that sets for itself such great breadth of scope will of course sacrifice one objective as it stresses another.

The book does have shortcomings. For one thing, the following recent and relevant materials are not mentioned.

The work by H. L. Blum and others (*Vision Screening*, 1959) is a model of cooperation between optometrists and ophthalmologists working together to find the most effective visual screening procedure at lowest cost. Recent work on WISC profiles of retarded readers (*Alberta J. educ. Res.*, 1960) is increasing the value of the WISC for reading clinicians, although Harris (p. 223) prefers the Stanford-Binet. Provocative work on teaching beginning reading is that of O. K. Moore (in *Proceedings of Third Minnesota Conference on Gifted Children*, 1960, p. 91f) and Richards-Gibson (R. M. Everett, Jr. *Comparison Between*, Wash. Sq. Press, 1960; A. R. MacKinnon *How Do Children Learn to Read?* Copp Clark, 1959).

On another point, it seems to this reviewer that since a detailed logical analysis of types of reading is given (p. 12f) it would be desirable to cite some research on factor analysis of reading tests (e.g., C. W. Harris *School Review*, 1948).

A further problem concerns the measurement of reading expectancy. Harris prefers the formula "Mental Age minus Reading Age" as a measure of reading expectancy (p. 300) as opposed to the Bond and Clymer formula "years in school multiplied by IQ, plus one year." Bond and Clymer report limited data supporting the conclusion that their formula is superior to the mental age approach in predicting "actual average reading ability of various Stanford-Binet IQ groups" among 379 children half-way through grade five. Whether the Bond and Clymer formula does the job is a matter for further study. However, "actual reading achievement of specified ability groups" seems to be the most practical criterion of "reading expectancy" at the present time. Development of formulae to predict this criterion would seem to be a way of bringing order to an area of great confusion.

Also the book's very brief treatment (p. 203f) of the widely used *Durrell Analysis of Reading Difficulty* neglects important issues concerning norms and validity.

In conclusion, for a book that does so much so well one can but ask for a wide use and wish for future revisions.

# Verbal Mediation in Russia

**A. R. Luria**

***The Role of Speech in the Regulation of Normal and Abnormal Behavior.*** Oxford: Pergamon Press, 1961. Pp. x + 100. 50s.

*Reviewed by* ALBERT E. GOSS

*A. R. Luria, known to American psychologists since his* The Nature of Human Conflicts *was published in this country in 1932, is now functioning as a member of the Russian Academy of Pedogogical Science. The reviewer, Albert E. Goss, received his PhD at the State University of Iowa where he studied with Spence, Bergmann, Farber, and Sears. His earliest research was concerned with stuttering and anxiety. Since 1948 he has been at the University of Massachusetts where a primary research interest has been focused on verbal learning with an emphasis on presumed verbal mediators.*

—F. H. S.

"... THE long path of the development of the regulatory role of speech in the child's behavior" proceeds through four stages: (a) the speech of

others has an initiating function but no direct inhibitory function, and regulation is "only by the separation of the action itself, as well as by the system of practical, exteroceptive afferentations [reinforcement?] which arise from the child's own movements;" (b) the initiating function of external instructions is taken over by the child's own speech; (c) the initiating function of the child's first speech reactions becomes less important as the "significative connexions" produced by those reactions become more important; (d) "the external developed forms of speech become reduced, and the decisive influence is now exerted by that higher form of internal speech which constitutes an essential component of thought and volitional action . . ." Thus Luria interprets the results of a series of investigations described in two lectures in 1958 at the University of London. These lectures and a third—reporting studies of the regulatory role of speech in, primarily, children exhibiting cerebro-asthenic syndromes or oligophrenic children—have been translated and printed in this monograph.

Minskaya's experiments excepted, the apparatus and procedures of these investigations were based on the Ivanov-Smolensky technique. Some were "statistical," parametric experiments and are so presented. Most of the investigations, however, are represented by parts of one or two records of normal children aged 2 to 7 and of older children with "pathological brain states" illustrating effects of presence or absence of some variable. These data may have been from "statistical," parametric experiments; as presented they are essentially demonstrations. Disregarding often unsatisfactory labeling and titles, the individual records illustrate adequately the points made and seem internally consistent.

Luria's skillful blending of general orientation (Pavlov's second-signal system), specific explanatory concepts and principles (e.g., conditioned signal, unconditioned reinforcement, orienting reflex, temporary links), illustrative experiments and records, and interpretations of the data suggests a greater coherence among experiments, among explanatory notions, and between data and theory than is actually the case. However, with respect to range of notions and phenomena investigated by *experiments* with children of different ages and intellectual status there is no other presently available monograph or integrated series of articles on regulatory aspects of speech.

Other pertinent theory and data do exist, but they have not been summarized so adequately. For purposes of comparison and extension, however, some current theory and experiments in the United States should be mentioned which, collectively, somewhat parallel the more unique and important of the experiments described by Luria —those concerned with the third and fourth stages. Luria's second-signal system orientation is essentially the same as concepts and principles which American investigators have subsumed under verbal mediating responses generally and, more particularly, the processes of verbally mediated similarity-generalization and dissimilarity-discrimination. During the past decade the most extensive work with children has been that of Spiker and his students at the State University of Iowa. Ervin, Griffith, Jeffrey, the Kendlers, among others have also contributed. Even when they are essentially demonstrations, the experiments of these American investigators would be considered "statistical;" often they have been parametric. The stimuli, responses, and their relationships as well as procedures have usually been more complex than those of the studies described by Luria. However, there seems to be no difference in results not reasonably attributable to differences in stimuli, responses, apparatus, and procedures. Thus, the two sets of data are complementary. And, Luria's results, whether interpreted in terms of the second-signal system or verbal mediating events, seem equally consistent with implications of the theoretical analyses.

*The twentieth century opened. . . . Mind and body were as separate and distinct as they ever had been. There was not even a pineal conjunction for them.*

—JOHN MONEY

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# Emotion from Cells to Voodoo

**Alexander Simon, Charles C. Herbert and Ruth Straus** (Eds.)

***The Physiology of Emotions.*** Springfield, Ill.: Charles C Thomas, 1961. Pp. xi + 248. $8.50.

*Reviewed by* ALBERT F. AX

*who began research on the psychophysiology of emotion while obtaining a PhD in clinical psychology at Harvard and has been at it ever since—for some years at the University of Washington Medical School and more recently as Head of Psychophysiology at the Lafayette Clinic in Detroit. His most recent research efforts have succeeded in adapting high speed data logging machinery to the processing of psychophysiological data. He has also been significantly involved in the organizing of the Society of Psychophysiological Research.*

—F. H. S.

THE contributors to this Third Annual Symposium of the Kaiser Foundation Hospitals of Northern California on *The Physiology of Emotions* include many of the current authorities on the subject. Together they achieve a remarkable range in breadth (from intracellular emotion to voodoo death) and in depth (details of synthesis and degradation of epinephrine). There is general agreement by the authors on the complex interdependence among the many cultural, psychological, neurological and biochemical subsystems. There is also, agreement happily without any sense of pessimism, on our abysmal ignorance of many details. In fact the general recognition that there are such complexities and that something can be done about them seems to have cleared the air of both oversimplified theorizing and hopelessness.

Roy Grinker, in his very effective keynote introduction for the symposium lays to rest the once popular specificity theory of psychosomatic disease. Instead he finds the ubiquitous trio of dependency, frustration and hostility in all cases of psychosomatic disorder. There are no proven simple relationships between emotional processes and specific diseases even including the predisposing factors.

Dr. Grinker has chosen anxiety as the most important emotion for study. It may well be the most important from the pathological viewpoint, but this may be like saying pain is the most important of the senses, or that squeaking is the major function of a wheel.

None of the panelists even mention the definition of emotion or the problem of its measurement. One discussant does suggest two components: (1) The moment-to-moment reactivity which is determined by the immediate chemical environment of the CNS and (2) the longer range cognitive function. There was no consideration of his proposal by the panelists. The majority of the speakers rarely used the word *emotion* but rather spoke of *arousal*, *activity* or *excitement*. It seems to this reviewer that "emotion" is a practical concept for intense activities of the ANS and has little utility as a scientific construct. When the basic parameters of the emotional system have been described, all varieties of function can be described as patterned intensities of those parameters without reference to the oversimplified concept "emotion."

Magoun presents a very brief statement of current neuroanatomy of emotion which now includes the recticular activating system, the hypocampal paleocortex and the basal forebrain. He states that current neuroanatomical knowledge agrees with Darwin's proposal of reciprocally antagonistic half centers for positive and negative reinforcement of behavior with relation to pleasant and unpleasant affective qualities.

Hoagland reviews a great deal of experimental biochemistry and reaches two general conclusions: (1) active aggressive hostile behavior is accompanied by enhancement of norepinephrine whereas anxious passive behavior is accompanied by increases of epinephrine (as previously proposed by Funkenstein and Ax from peripherally measured variables); (2) the pattern of adrenocorticoid output may be a function of the age and the efficiency of the person in dealing with his stress.

Seymour Kety, always skeptical of early biochemical claims, records himself as doubtful of the reported relationships of the epinephrines to the emotions as suggested by peripheral or urine catechal amine determinations.

Joel Elkes reviews the pharmacological studies which elucidate the brain's functioning. His thesis is that the brain is organized on a regional economy such that there are very local sensitivities and productions of various substances such as acetylcholine, epinephrine, and serotonin with local blood-brain barrier permeabilities aided by, and influencing in turn, the small vessel tone controlling local blood supply.

Frank Beach documents the thesis that males need their cortices for effective sexual behavior whereas females only need to be in the biochemically determined receptive state. In human beings he believes that cultural influences may obscure this basic mammalian characteristic.

Ralph Gerard contributes the concept of "optimum neurone reserve" which may be drastically reduced by "reverberating circuits" during anxiety or highly excited states thus reducing the flexibility of behavior below the adaptive level which fits well with the clinical evidence.

The final section on the "Psychophysiology of Death" recites careful experimental study of rats (Richter)

and many case histories of death by emotion and concludes that the phylogenetic progression has resulted in greater dependence for homeostasis on the CNS. Although human beings have greater flexibility of adjustment by means of greater foresight, we are subject to discordant subsystem function sometimes able to produce death as in voodoo hex or possibly when told by the modern medicine man that we have an incurable disease. The psychophysiology of death is an extreme aspect of the generally accepted thesis that social pressures, *which we recognize and accept,* can produce stress which may be manifested in physiological effects sometime maladaptive as in hypertension or gastric ulcers.

This book is timely, authoritative and full of useful information which will be dated in a very short time. It is unfortunate that such important symposia cannot be published within six rather than 18 months.

Encouraging to psychologists is the present evidence that physiology and biochemistry are developing concepts and methods of sufficient complexity to make possible an approach to psychological problems. Also encouraging to psychology is the increasing recognition of the profound control achieved by the CNS in the higher animals.

*Percy H. Tannenbaum is a psychologist who took his degree at Illinois with Charles Osgood. He worked for a while at the University of Illinois Institute of Communication Research and then, in 1959, became head of the University of Wisconsin Mass Communication Research Center. He is co-author, with Charles E. Osgood and George J. Suci of* The Measurement of Meaning. (CP, *May 1958,* **3,** *113-119).*

—F. H. S.

# Subjective Journey in a Wasteland

**Robert C. O'Hara**

***Media for the Millions: The Process of Mass Cummunication.*** New York: Random House, 1961. Pp. xviii + 421. $4.25.

*Reviewed by* PERCY H. TANNENBAUM

*Robert C. O'Hara, an experienced hand in the areas of movie, television and newspapers, is director of mass communication studies in the University of Minnesota's Communication Program.*

THE interest of social scientists in the study of communication generally stems from at least three considerations. For one thing, communication is a distinctively human behavior. It is also the main means by which social behavior—man interacting with his fellow men—is accomplished. Not least, the so-called mass media of communication are integral institutions of any developed society, and both reflect and influence the social structure in which they function.

The present volume deals almost exclusively with the last of these three levels. An outgrowth of the freshman communication sequence at the University of Minnesota, it is intended not for the communication specialist but "for the person whose interest in the field extends only as far as his desire to understand the instruments providing him with the bulk of his information and entertainment." This notion of a mass communication manual is extended to include a final chapter containing a set of criteria by which the do-it-yourself "critical receiver" can evaluate his mass media fare.

In considering the functioning of mass communication in the contemporary American scene, the author is principally concerned with the content of the media, and with the forces within and without the media which shape that content. The focus is with the "images of life" which the media present and represent, and with the consequences of those images in the vast body of consumers of such commodities of our cultural industry.

In the past decade or so, there have been several other attempts to deal with the place of the mass media in American popular culture. O'Hara's work shares many of the shortcomings of these other efforts, but generally compares most favorably. The prime flaw of all these works lies in the sheer subjective nature of the methodology, based as it is on "personal experiences" liberally sprinkled with anecdotal reports of individual events. In the absence of documented research data, subjectivity must prevail, of course. However, this does not condone the practice of presenting such judgments as accepted fact —particularly, as in the present case, where the book is intended to fulfill the needs of a college text.

Similarly, commentators such as O'Hara generally pay little heed to the accumulating theory and research in social psychology. This is particularly lamentable when the evidence relates directly to such work as that of Hovland and his associates on persuasion, to the dissonance-congruity-balance models of cognitive interaction, and so on. The introduction of such materials would both enhance an understanding of communication effects and serve to introduce the student to the needs—particularly acute in the mass communication area—for evidence as well as opinion. As matters stand now, we are offered a plethora of tantalizing hypotheses, although they are usually presented as established fact.

Perhaps we are being somewhat harsh in imposing the demands of empirical evidence on a work of this type. Considered within its stated, limited aims, the present volume covers quite thoroughly the "vast wasteland" (to use FCC Chairman Newton Minnow's phrase for TV) of all the mass media. Particularly noteworthy is O'Hara's use of the term "public interest," which appears so frequently in any consideration of mass media performance. Often interpreted by media entrepreneurs as "those things which interest the public," to O'Hara it implies that which "makes for the greatest good of the greatest number, decided on the basis of accurate reporting and objective evaluation"—certainly a most noble, if not always readily applicable criterion.

# ON THE OTHER HAND

*In this Department* CP *invites discussion of reviews and of books reviewed. Here is the place for that kind of intellectual dissent that promotes progress in understanding. Let your criticism be* ad verbum, *not* ad hominem. *Seldom does a criticism merit more than half the space of the text criticized—never more than equal space and then only when the letter is interesting and well written.* CP *edits letters when it thinks they should be. Single-spaced letters will be returned for double-spacing.*

### In Defense of Wright and Ecology

The assignment to read, understand, and review the *Handbook of Research Methods in Child Development* would seem a task of impressive proportion. That R. Sears, in the November, 1961, issue of *CP*, managed much of this job with insight and economy is to his credit. But his cavalier rejection of Wright's chapter on "Observational Child Study" cannot go unchallenged. To us, this section of Sears' review was unfair in tone and debatable in content.

Regarding tone: an analysis of the two columns devoted to this chapter yields thirteen emotionally-laden (and negatively pointed) phrases. A few examples are: "one unstated assumption creeps into evaluations," "this criterion is . . . nonsense," "crucial methodological points have been ignored," "the editors (should have) insured more balanced coverage . . .," "the chapter is disappointing" and "too bad." Such negative criticisms and their explication consume the entire space devoted to the review. For those who were minimally informed about the area in question, there was only one likely conclusion: Wright's chapter—whatever it said—was probably no good. For many readers, this tends to end the inquiry.

There might be a place in *CP* for the downright rejective and nondescriptive review. But, it must be a very small place, one reserved for sinners who tell us what just isn't so, or who tell us poorly what others have already described with competence. On neither count does Wright's workmanlike chapter qualify him as such a sinner.

Regarding content: those who have struggled and suffered (and gained some sophistication) in the area of naturalistic investigations may discern that Wright and Sears differ regarding the value of ecological research.

Wright's chapter has seventy pages; what did he do with this valuable space? Did he compile extensively? Did he bring some conceptual order to the field? Did he point to possibilities for productive interest? In the writers' opinion, the answer to each question is an emphatic "yes." The Sears review doesn't deal with these obvious questions. Instead it quarrels with the author's purpose, that of presenting ecological methods.

One aim in ecological research is the collection of descriptive data. Such data may be used to answer existing questions, they may become valuable to answer questions which may occur later, and they can be profitably exploited in the search for questions. Some psychologists believe that data collection for questions not yet asked is futile; others see promise in it. Some stress methods from which we can learn; others methods that prove or disprove; some are "closed" and some are "open." (One wonders how Darwin would fare in the hands of some methodologists.)

One example of the reviewer's discussion may suffice to clarify the oppositional, as contrasted to the informing, pattern of the review.

Sears wrote: "Wright classified observational techniques into six types. This classification is sound enough . . ." At this point, the reader was finally getting started on what Wright did. The classification and its implementation was the heart of the chapter. Where does the discussion go from here? Sears never did get back to those six categories. After offering faint praise with the words "sound enough," he added, "but," and headed off to unstated assumptions that "creep" and "destroy" and to a listing of "crucial methodological points" which were "largely ignored."

Now, it's just possible that some researchers would like to know what Wright did with his difficult task. Because of its uniqueness the chapter, "Observational Child Study," may become one of the most heuristic in the book.

The writers join other contributors to On the Other Hand who have urged less smartly argumentative reviews. Could we have more reviews that show an understanding of the author's purpose and inform readers of how well this purpose was implemented?

Paul V. Gump
Jacob S. Kounin
*Wayne State University*

### Injured or Retarded?

In his review of *The Other Child: The Brain Injured Child* by Lewis, Strauss and Lehtinen (*CP* Sept. 1961, **6**, 301f.), Dr. William Sloan complains about the imprecision of the concept the "brain injured child," and suggests that this concept adds nothing to that of the more general one of "mental retardation." This suggested application of Occam's razor seems quite misguided here. Of course it is easy to grant that the concept of the brain injured child is unsatisfactory in so far as our knowledge of brain physiology is too rudimentary yet to give an account of just where, if anywhere, in the brain the defect is located; that is, no physiological description will serve to distinguish the idea of brain damage from mental retardation. But surely Dr. Sloan does not properly appreciate the amount and quality of the *psychological* evidence which distinguishes the *behavior* of the brain injured from the simply retarded, nor does he seem to realize how much turns, for clinical purposes, on keeping the conceptualizations of these two conditions distinct and for working out programs for the brain injured on the one hand, and the retarded on the other.

In clinical practice the distinction drawn by Lewis, Strauss and Lehtinen in their book, is amply confirmed. Specifically the concept of brain injury refers mainly to those children who are not mentally retarded and do not exhibit gross motor or sensory disturbances. The fact is that many brain damaged children have tested verbal, but occasionally also full scale IQ's, within the normal range. However virtually all brain in-

jured children as we are defining them have areas of intellectual and behavioral adequacy coexisting with areas of retarded functioning.

With some of these children, their distractability may be the reason for their failure to learn at a level appropriate to their intelligence. They may at one point be as retarded in academic work as the so-called endogenously retarded child, but with special instruction some of them learn to read and comprehend at a level appropriate to their chronological age. A retarded child never achieves this progress.

The fact that there are similarities between the brain damaged and the retarded should not lead us to assimilate the one to the other.

*The Other Child* is not a book primarily for "parents who have hyperactive children." Most hyper-active children seen in child guidance clinics are emotionally disturbed but not brain damaged. For them psychotherapy is often indicated while with the brain damaged child it is very often counter indicated. The clinical approach to these two diagnostic groups may be diametrically opposed. It is then no small matter that these two different states of affairs should be kept distinct. In this connection I would like to cite an article by Krupp and Schwartzberg, "The Brain Injured Child," *(Social Casework,* Feb. 1960).

SOL GORDON
*Middlesex County Mental Health Clinic*

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